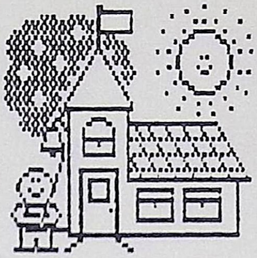
HISTORY
COLLECTION OF MEMORIES

North Scott Community School District
Edward White Elementary School
Fifth Grade Class
1987-88



ORDERING COPIES OF THIS BOOK

Copies of this book may be purchased for $3.00 by mailing a request to:

Edward White Elementary School
Eldridge, Iowa 52748
% Joy Fowler

Please supply the following information in your mailed request:

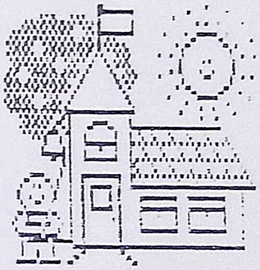
Name:

Address:

Telephone number:

If possible, the name of an Edward White student who could deliver a book to you:

Or you may stop in at Edward White and purchase a book directly from Mrs. Fowler.



COLLECTION OF MEMORIES

HISTORY
RELATIVES
TEACHERS
COMMUNITY
GRANDPARENTS
FRIENDS
STUDENTS
MOMS
TYPISTS
DADS

North Scott Community School District
Edward White Elementary School
Fifth Grade Class
1987-88
Second Printing

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THE TWENTIETH CENTURY

Key Dates and Events

1917
The United States enters World War I

1918
World War I ended

1918
Tornado struck Eldridge

1920
Women get the right to vote

1930s
The Great Depression

1939
World War II began

1941
December 7 - Japan bombed Pearl Harbor - Japan declared war on the United States
December 8 - The United States declared war on Japan
December 11 - Germany and Italy declared war on the United States
December 11 - The United States declared war on Germany and Italy

1945
World War II ended

1950 - 1953
Korean War

1956
North Scott Community School District was formed

1963 - 1973
Vietnam War

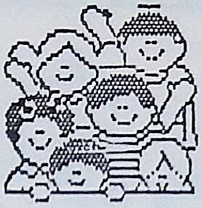
1967
Edward White Elementary School was dedicated

July 20, 1969
Astronauts land on the moon

1988
Fifth grade students at Edward White Elementary School in Eldridge, Iowa, published a history book.

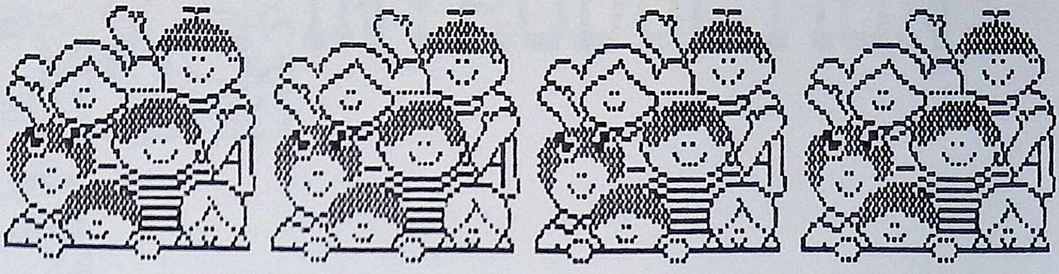
1995
Edward White 1987-88 fifth graders graduate from high school

DEDICATION



We dedicate this book to everyone who contributed information for the historical articles in this book. While our knowledge of the past has been greatly expanded, we have also experienced an even more exciting growth in relationships with relatives and friends. We thank you all for your cooperation in making this such a rewarding experience for us.

1987-88
Fifth Graders
Edward White Elementary School
Eldridge, Iowa

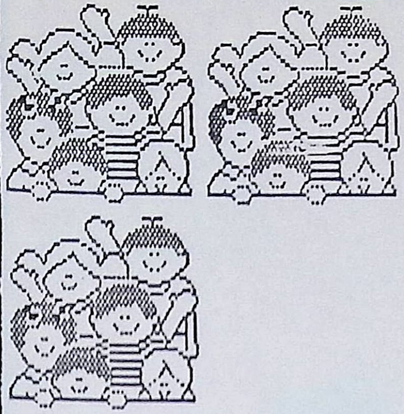


ACKNOWLEDGMENTS

Many persons helped in the research, writing, editing, typing, printing, and general organization of this book. This fifth grade class sincerely appreciates all of the contributions given us by so many.

We would especially like to thank the following: Amy Fauquet, David Kilzer, Becky Stutt, Mary Ann DeLuca, Leona Engelbrect, Joy Fowler, Judy Kilzer, Ann Ortiz, Tory Maxfield, Missy Croft, Kerri Foster, Dana Hoffmann, Mark Keppy, Terri Keppy, Amy Lindle, Lisa Loussaert, Lori Martens, Lisa Richlen, Nancy Vick, Jody Whitney.

Our gratitude is profound.



INTRODUCTION

Through a process of interviewing their grandparents, elder relatives and friends, parents, neighbors, and community people, fifth grade students at Edward White have gathered topical information about events and ways of life in the past. From their interview notes students have written historical reports which have been compiled into this book.

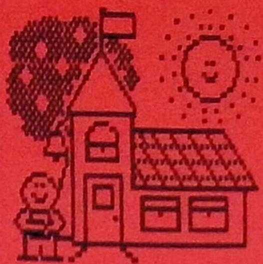
In preparing and conducting these interviews, students developed and practiced various social and communicative skills. The reward for polishing these skills was evidenced in the students' excitement and entnusiasm as they gained historical knowledge through the sharings and memories of others.

The information that each student collected has generated learning not only for that student, but also for all of his or her classmates and all future readers of this book. It has been an exciting and fulfilling experience for students to reach into the memories of others and transfer and preserve that information in written form.

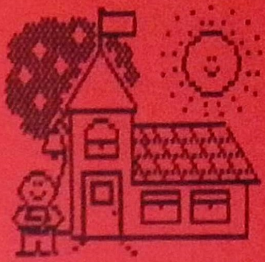
Over two-hundred people have participated in the construction of this book including sixty-eight Edward White fifth graders, three fifth grade teachers, three volunteer parent helpers, over one-hundred interviewees, Mrs. Maxfield and her high school typing classes and the Print Shop. (See the credits page and index for a more complete listing.) Edward White fifth graders and their teachers are extremely grateful for the warm response and cooperation they received from all the contributors to this book.

We hope you enjoy our HISTORY = COLLECTION OF MEMORIES book, and that you learn as much from reading it as we did in composing it. As you are reading it, remember that our writing is a reflection of fifth grade abilities. Please be tolerant of any grammatical, spelling, or punctuation errors we may have made or overlooked.

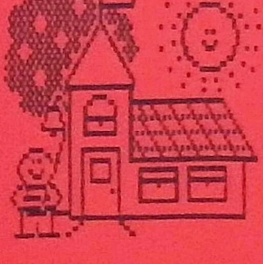
Fifth Grade Students
1987-1988
Edward White School
Eldridge, Iowa



CHAPTER I



NORTH SCOTT COMMUNITY SCHOOLS



INTERVIEWER: Tom Stauffer
INTERVIEWEE: Lorraine Keehner (Friend)

NORTH SCOTT SCHOOLS

On July 1, 1956, the North Scott School District was formed, by combining thirteen small rural school districts into four areas. The enrollment at that time for the district was 1,487. The current enrollment is 2,990.

Most school districts build elementary schools first, but the North Scott School district built the high school first. This was neccessary because the growth of the community found itself in a position to stop transporting the senior high students to other school districts for their education. This soon became costly; therefore, it was decided to begin the construction of the senior high school building. About ten years later, the four elementary buildings were constructed. They were John Glenn, Edward White, Alan Shepard and Virgil Grissom. About five years later, in March of 1976, the junior high building was completed and dedicated. The last of the schools to be added to the North Scott District was the Neil Armstrong Elementary building.

In planning the dedication of the elementary buildings, the school board decided to name them after astronauts. They felt that the space program would last for a long time. A special person was planned for the dedications ceremony. At the time there were only two administrators, and one school official that knew who was coming for the dedication. The special visitor was astronaut Dr. L. Lind. Because of the security reasons, the general public did not know that he was coming until he made his first public appearance. The dedication lasted for two days. The dedication was held on November 7, 1967.

The North Scott School District started out with five board members. The state law requires that once a school district has a city that expands into the district's boundaries with a population of 50,000 or more, they had to expand their school board to seven members.

During the history of the North Scott School District, there have been five superintendents in its thiry-two years.

Don Lind

BOARD OF EDUCATION

Ned O. Mohr	President
Robert H. Copley	Vice President
Harland G. Rohlk	Director
Phyllis Heuer	Director
Fred Jansen	Director
Glen H. Suiter	Director
Merle J. Schneckloth	Director
James R. Tank	Treasurer
Lorraine H. Keehner	Secretary

ELEMENTARY ADMINISTRATIVE STAFF

Melvin E. Heiler	Superintendent
Ronald W. Hinrichs	Director of Elementary Education
Dennis R. Albertson	Principal
Leland P. Hurley	Principal
Wayne Swinton	Asst. Principal

MAJOR CONTRACTORS

Original Buildings	Mercury Builders, Inc. Oak Park, Illinois
Additions	Dean Fry Construction Co. Davenport, Iowa
Butler Electric Company	Davenport, Iowa
Mooney Plumbing Company	Bettendorf, Iowa
Peterson Plumbing & Heating Company	Davenport, Iowa
Northwest Plumbing & Heating Company	Davenport, Iowa

ARCHITECTS

Stewart-Robison-Laffan . . . .

VIRGIL I. GRISSOM ELEMENTARY SCHOOL
Princeton, Iowa

Seven Classrooms - Speech Room
Cost - $124,279

ALAN B. SHEPARD ELEMENTARY SCHOOL
Long Grove, Iowa

Twenty Classrooms - Speech Room
Office Area - Commons Room
Cost - $379,608

JOHN H. GLENN ELEMENTARY SCHOOL
Donahue, Iowa

Seven Classrooms - Speech Room
Cost - $135,861

EDWARD H. WHITE INTERMEDIATE SCHOOL
Eldridge, Iowa

Eighteen Classrooms - Speech Room
Office Area - Library
Cost - $341,825

Construction Cost - $12.89 Sq. Ft.

Total Cost - $13.55 sq. Ft.

D E D I C A T I O N

OF

VIRGIL I. GRISSOM ELEMENTARY SCHOOL
ALAN B. SHEPARD ELEMENTARY SCHOOL
JOHN H. GLENN ELEMENTARY SCHOOL
EDWARD H. WHITE INTERMEDIATE SCHOOL

held at the

NORTH SCOTT JUNIOR-SENIOR HIGH SCHOOL GYMNASIUM

Tuesday, November 7, 1967

8 o'clock P. M.

- PROGRAM -

(7 P.M. to 8 P.M.) . . . North Scott Cadet Band

of Colors . . . . Marine Color Guard
Quad-Cities Area

. . . . Rev. Donald Sandrel
Hope Lutheran Church, Dixon

of Platform Guests . . . . . . Ned O. Mohr

of Guests in Reserved Section . . . Ned O. Mohr

. . . . Hon. Robert D. Fulton
Lt. Governor of Iowa

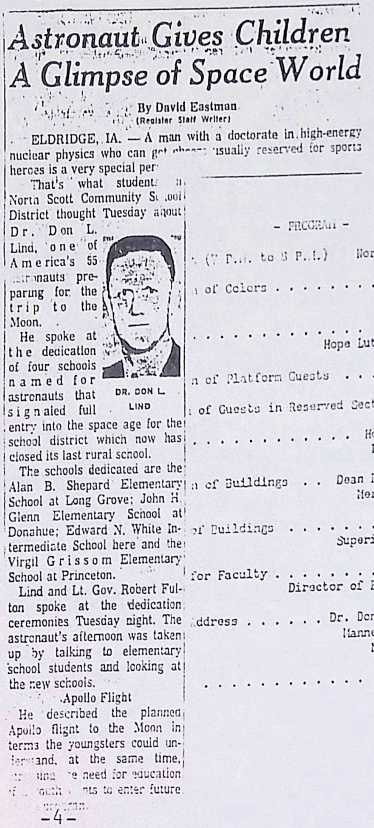
of Buildings . . Dean Fry Construction Co.
Mercury Builders, Inc.

of Buildings . . . . Melvin E. Heiler
Superintendent of Schools

for Faculty . . . . Ronald W. Hinrichs
Director of Elementary Education

Address . . . . . . Dr. Don L. Lind, Astronaut
Manned Spacecraft Center
NASA, Houston, Texas

. . . . Rev. Donald Sandrel



Astronaut Gives Children A Glimpse of Space World

By David Eastman
(Register Staff Writer)

ELDRIDGE, IA. — A man with a doctorate in high-energy nuclear physics who can get cheers usually reserved for sports heroes is a very special per[illegible]

That's what students in North Scott Community School District thought Tuesday about Dr. Don L. Lind, one of America's 55 astronauts preparing for the trip to the Moon.

DR. DON L. LIND

He spoke at the dedication of four schools named for astronauts that signaled full entry into the space age for the school district which now has closed its last rural school.

The schools dedicated are the Alan B. Shepard Elementary School at Long Grove; John H. Glenn Elementary School at Donahue; Edward N. White Intermediate School here and the Virgil Grissom Elementary School at Princeton.

Lind and Lt. Gov. Robert Fulton spoke at the dedication ceremonies Tuesday night. The astronaut's afternoon was taken up by talking to elementary school students and looking at the new schools.

Apollo Flight

He described the planned Apollo flight to the Moon in terms the youngsters could understand, at the same time, [illegible] the need for education [illegible] to enter future program.

North Scott
Community School District

To all the students of the North Scott D

It was surely a pleasure to visi
your schools and meet you. I would like
I've had time to say "hello" to each an
every one of you.

I wish all of you the very best
of success.

Sincerely yours

Don Lind

INTERVIEWER: Sara DeLuca
INTERVIEWEE: Mr. Heiler
(Former North Scott Superintendent and friend)
Dr. DeLuca
(Father, Current North Scott Superintendent)

NORTH SCOTT SCHOOL DISTRICT

The people I interviewed were Mr. Mel Heiler and Mr. Pat DeLuca, two of the superintendents in the North Scott School District.

Mr. Heiler was superintendent from 1964 - 1981. He got his job by being the high school principal, and in the second semester of 1964, the superintendent left to go to the University of Iowa. When he left they offered the job to Mr. Heiler.

Mr. Pat DeLuca, the present superintendent, got his job by looking in the Wisconsin Placement Service. Mr. DeLuca applied for the job and after the interview he got the job.

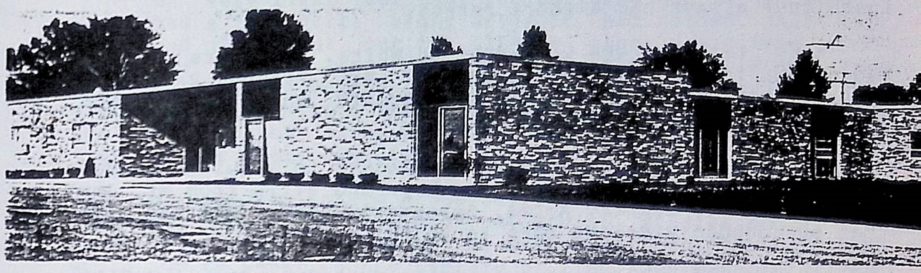
The students that came to the North Scott Schools during Mr. Heiler's term are in the same boundaries as they are now; 210 square miles from Princeton to Dixon. The North Scott Schools became a school district in July, 1956. The seventh and eighth graders went to the high school until the junior high opened.

There have been five other superintendents. The first superintendent was Charles Hahn. The second superintendent was Mel Heiler. The third superintendent was Robert Stevens. He was the North Scot superintendent from 1981 - 1984. Now Robert Stevens is the superintendent in a school district near Chicago. The fourth superintendent was Douglas Otto. He was superintendent at North Scott from 1984 - 1987. Now Douglas Otto is in a school district in Indianapolis, Indiana.

The present superintendent is my dad, Pat DeLuca. He became superintendent in 1987. When I asked him what he liked about the North Scott Schools he said he likes the teachers, the parents support, and also the nine communities in the district. It was an interesting interview and I learned a lot about North Scott School District.

NASA
GEMINI

Edward White Elementar
North Scott Community School District
121 South 5th Street - Eldridge, IA 52748 — Phone 319-285-4
David Fairweather, Principal



North Scott

INTERVIEWERS: Missy Willers & Sherry Gerardy
INTERVIEWEE: Mr. Fairweather (Principal - Ed White)

HISTORY OF EDWARD WHITE SCHOOL

In the fall of 1961 David Fairweather became principal of Edward White Elementary School in Eldridge, Iowa. Fifth and sixth graders from Donahue, McCausland, Dixon, Mt. Joy, Long Grove, and of course Eldridge attended Edward White. The only kids that didn't attend were from Princeton. Twenty-eight buses would bring 400 students arriving at 8:00 a.m. and departing at 4:00 p.m. The boys and girls were not used to being in a big school. It was the first year the students have been in a large school.

For the noon hour all the boys and girls would eat in their classrooms. Sometimes if it was a nice day, they would eat outside with their teachers. Since there was no hot lunch program all the children brought sack lunches. After lunch they always had a short recess.

Many teachers who worked at Ed White, two years earlier had taught in one room school houses. Mrs. Frances Paustian, currently a sixth grade teacher at Edward White, was one of the first teachers at Edward White.

One year later the school was changed to a building that had grades one to six. Then the boys and girls from Mt. Joy Trailer Court, Country Acres, Buttermilk Road, and the area that surrounded Eldridge came to Ed White.

A few years later it was changed again. Then all the boys and girls came to kindergarten. The school had eighteen classroom teachers. The first year there were six fourth grade teachers, six fifth grade teachers, and six sixth grade teachers. Mr. Lahann, who is the principal at Alan Shepard, was the gym teacher at Ed White. He came once a week.

The school did not have an art or music room. So the art teacher had a big cart with all her art supplies on it. The art teacher would wheel the cart to every classroom and give the art lessons.

Since they did not have a music room, the music teacher played the piano that was wheeled to each classroom and give music lessons.

Where the big double doors are by the gym is where the school ended on the south. By the present art room is where the school ended on the north.

One year the school was so crowded that classes met in the hallways. There was always one classroom in the hallways. Teachers took turns going in the hallways. There were close to 600 students one year. Now we have about 385 students.

When enrollment was high, the first students went home about 4:00. Then the last buses didn't come until 4:20 p.m.. So that means that the school days were one-hour and fifteen minutes longer than they are now.

There was no parking lot; it was all mud. The first day that Mr. Fairweather came out here to see if he wanted to be a principal at Ed White School, it had rained all day and was so muddy that his shoes got very muddy just walking from the car to the school building.

They didn't have a black top or playground equipment on the playground. There was some wooden equipment such as balance beams.

The very first year that the building was in operation, they had a fire-drill right after it had rained. All the boys and girls went out the sliding glass doors from each classroom. They went out and around the building. The playground was covered with clay instead of grass. The students stepped into the clay, then their shoes sunk into the mud. It took an hour to an hour-and-a-half for everyone just to find their shoes!!

For reading, every grade level had a different reading program. They did not have any social studies books. So every time when the students studied something, the teachers would go to Scott County Library or find some materials from travel agents.

There was no intercom system, so everytime there was a message in the office, the secretary had to leave the office to go down the hall and give the message to the student. If any call came while the office secretary was out, no one answered the telephone. They didn't have any field days at first. The district later designed a field day for fourth, fifth, and sixth graders. There was no writing center.

There was no faculty room. The staff had faculty meetings in the library.

Report cards were different back then. Teachers only wrote comments on the report cards. But there has always been Iowa Basic Skills Tests.

INTERVIEWER: Tommy Brockhouse
INTERVIEWEE: Arnold Lindaman
(Neighbor, Assistant Superintendent of North Scott Schools)

NORTH SCOTT SCHOOLS

EDWARD WHITE

The North Scott School District was established about thirty years ago. One of the people who helped establish the school district was Harland Rohlk. Harland lives in Donahue, Iowa. At first there were only four elementary schools. The elementary schools were Edward White, Virgil Grissom, Alan Shepard, and John Glenn. The last school built was Neil Armstrong, in Park View.

The first North Scott superintendent was Charles Hahn. Before the North Scott Schools got started, people in the North Scott area had to go to Central High School in Davenport, or Clinton High School.

I'm glad that we now have our own North Scott High School.

HISTORY OF THE FIFTH GRADE CLASS

Currently, there are sixty-eight fifth graders at Edward White Elementary School. When we began kindergarten in the fall of 1982, we had a class size of sixty-six. Out of those original sixty-six students, twenty-three students have moved away and twenty-five new students have joined our class.

Below is a listing of how many of the current class members joined us each year:

Kindergarten = +2
First Grade = +2
Second Grade = +1
Third Grade = +6
Fourth Grade = +7
Fifth Grade = +7
Total = +25

Our teachers through the years have been:

Kindergarten:
- Mrs. Nancy Glawe
- Mrs. Ellen Jorgensen

First Grade:
- Mrs. Sue Ales-Clow
- Mrs. Sara Reth
- Mrs. Chris Wightman

Second Grade:
- Mrs. Theresa Adamson
- Mrs. Pat Oster
- Mrs. Mary Ann Shanze

Third Grade:
- Mrs. Joy Fowler
- Mrs. Marilyn Morris
- Mrs. Betty Osborne

Fourth Grade
- Mrs. Joy Fowler
- Mrs. Carol Haugland
- Mr. Jerry Lensing

Fifth Grade
- Mrs. Theresa Adamson
- Mrs. Colleen Collins
- Mrs. Joy Fowler
- Mrs. Judy Kilzer
- Mrs. Ann Ortiz

Special Area Teachers

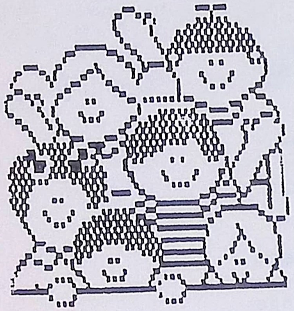
Art:
Ms. Rita Macken

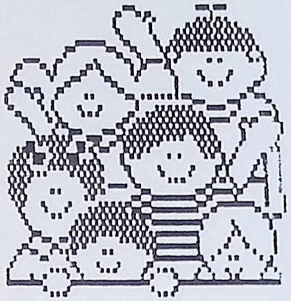
Music:
Mrs. Arline Darland
(First through Fourth Grade)
Mrs. Ann Mulvihill (Fifth Grade)

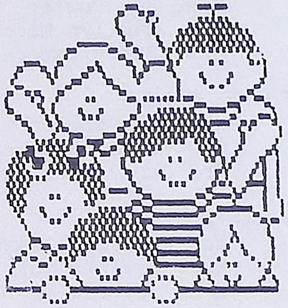
P.E.:
Mr. Jim Pfaff

Mr. David Fairweather has been our principal for all the years that we have been at Edward White.

We will graduate from high school in 1995. We hope that we will always carry with us good memories of our years spent at Edward White Elementary School.

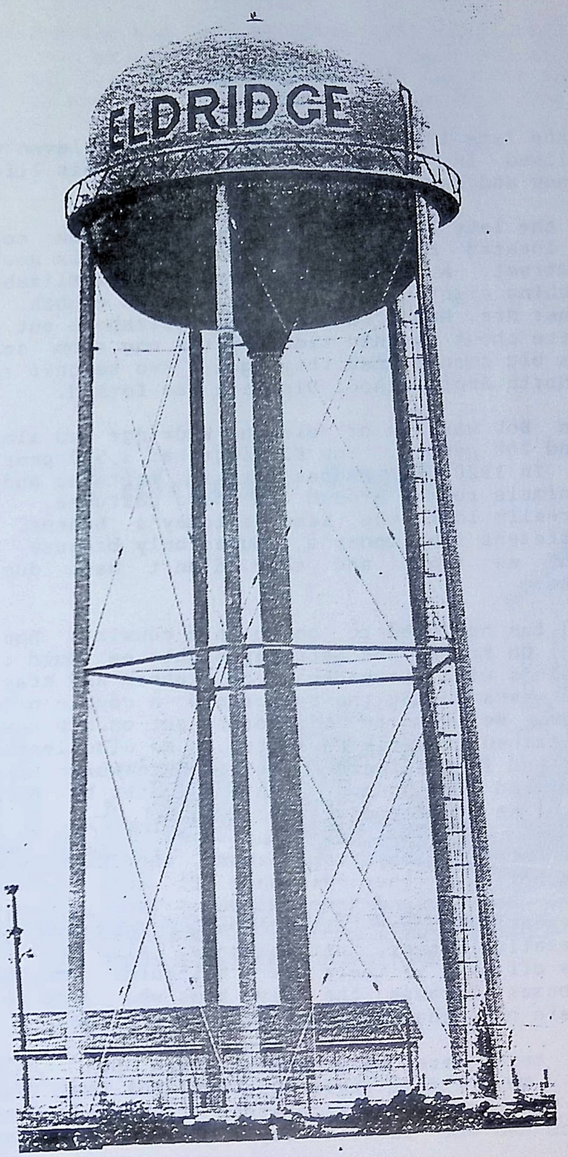






CHAPTER II

LOCAL & AREA HISTORY


ELDRIDGE

INTERVIEWERS: Amy Farrey, Christy Knight
INTERVIEWEE: Bob Wiese (Friend)

HISTORY OF ELDRIDGE

In the late 1920's Bob Wiese was about eleven years old. He has lived in Eldridge throughout all his life. He is seventy now and full of information.

In the late 20's Eldridge had a one room schoolhouse. It was located by Centennial Park which is now on North Fourth Street. At that time a woman named Elizabeth Henns was teaching eight grades, first through eighth. The kids called her Mrs. Henns in school and Elizabeth out of school. There were about seventy kids in the one room schoolhouse. It was a big change when they got a two teacher schoolhouse and the North Scott School District was formed.

When Bob was ten or eleven, Eldridge had almost forty houses and 250 people. Now Eldridge had 3,500 people and 900 houses. In 1920 the houses were in pastures and pigs and other animals roamed around in those pastures. The houses didn't really look the same as today's houses. They were very different from today's houses only because the houses were not as fancy and they didn't have duplexes, or apartments.

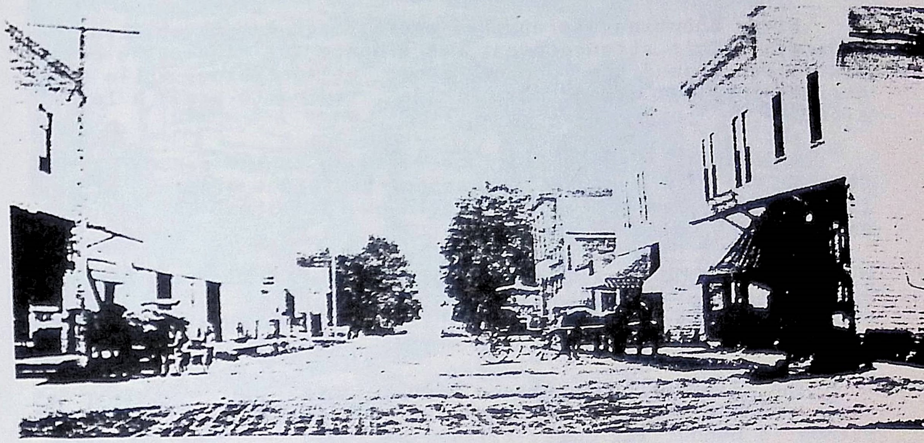
For fun he used to go to his cousin's house on his bicycle. On Friday and Saturday nights he would ride out to his cousin's with his backpack of clothes and stay there two or three weeks during the summer and a couple nights during the winter. He liked to ride horses out on his cousin's farm and he learned to milk cows, too. He also learned how to have fun and feed animals. He liked to work with wood and make toys and bird houses. In the winter he played in the snow just like we do today.

When some holidays came around, they didn't have school off, but holidays they did have off were President's Day, Christmas, Easter, and Memorial Day. They did not have any Easter vacation, just Easter Day. They didn't have any summer vacation either, just weekends. Also they didn't have snow days off even if there was a blizzard. They didn't have school buses because the only kids who went to Eldridge school were only the kids who lived in Eldridge.

The toys were very modern then but different from today's. They didn't have Barbies, but they had stocking dolls. The boys played with steel trucks and other trucks, too. Bob had one favorite toy - his red fire engine. It cost his family about $20.00 and that was about the most expensive toy they had then. Now the toy would be an antique and be worth about $500.00.

Mr. Bob Wiese had lots of adventures in Eldridge when he was a kid. We enjoyed hearing about those adventures. We thank Bob for letting us interview him and for taking the time to show and tell us things about Eldridge that we never knew before. We learned a lot and so will others when they read our book.

Eldridge 1905



NORTH SECOND STREET IN EARLY 1900's

INTERVIEWER: Meagan Doonan
INTERVIEWEE: Mr. and Mrs. Edwin Stender, (Friends)

EARLY ELDRIDGE

In 1936 the Stender's moved to Eldridge. The boundary line was Fifth Street up to the train tracks. There were no parks in this area.

One of the main streets that would come into Eldridge was Brady Street. Brady was a dirt road until it was paved in 1923.

The first newspaper that people in Eldridge could get was the Star, a Davenport paper. The radio was another source of news. The radio mostly had programs to listen to.

This small town had many events through the years. Fireman Field Day was an event when all the wives of twenty firemen would prepare food for two days. They had dances and gave away large prizes.

Bird Shooting was another event that was celebrated in Eldridge. This strange event was a dance for kids. The boys would run around the room and shoot at something, while the girls would run around blind-folded, trying to break a large crock.

Kids that lived in Eldridge would go to the school where Centennial Park is now. The school had eight grades. After finishing at that school they would go to Central High School in Davenport.

The Stender's went to school around Eldridge and had to use something unusual. They would drink out of a large bucket of water, but then all the kids brought their own drinking cup, that folded down into a circular box.

The dial telephone was a popular invention. Before the dial phone the phone numbers were only two digits. The Stender's number was forty-five. You would call the operator and ask for the number.

While Mr. Stender was mayor he had some pretty strange marriages. One couple demanded to be married right away. So Mr. and Mrs. Stender let them go upstairs while the Stender's cleaned the house. They were soon able to come downstairs and be married.

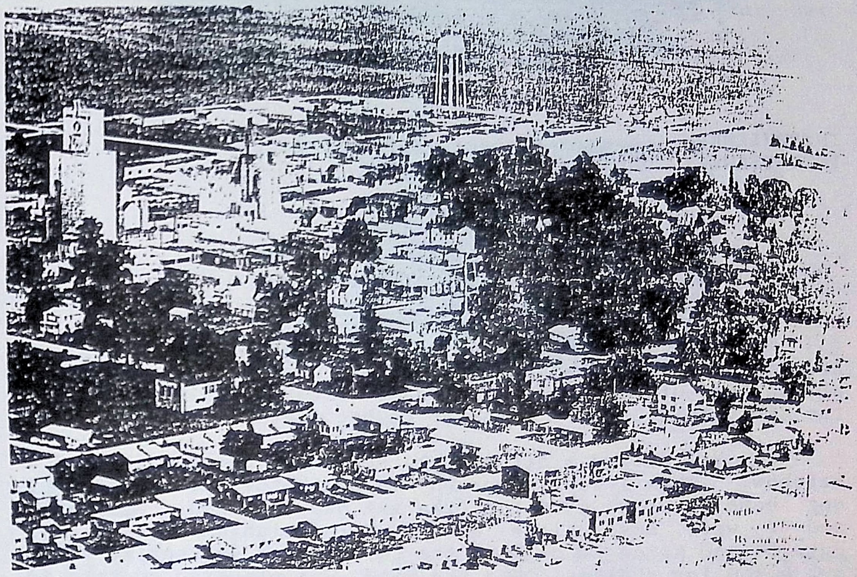
Another unusual marriage was held at the lumber yard. A couple came to the lumber yard to get married, and the bride had a vegetable bouquet.

The train that runs through Eldridge has many tales to it. This train ran from Davenport to Oxford Junction. The train would take people to Davenport. It would haul lumber to places where it was needed. Though the depot has been torn down the train still runs occasionally.

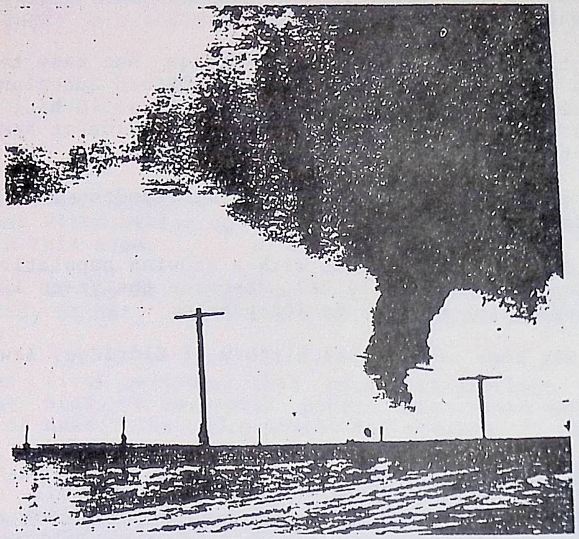
The oldest house in Eldridge still standing is a little house on Davenport Street.

Eldridge was a small town with a growing population. In 1929 the population was only 267. Between the years 1960 and 1965 the population went up to 300 people.

That was some of the past history of Eldridge, Iowa.



"Eldridge Junction" Survives Adversities
To Become The Hub Of Scott County



INTERVIEWER: Shannon Stebens, Melissa Willers
INTERVIEWEE: Dona Cawiezell (Friend)

ELDRIDGE TORNADO OF 1918

We interviewed Dona Cawiezell about the experience of her mother, Emma Damman Litscher, who was sixteen years old at the time of the Eldridge tornado on May 9, 1918. This was the story told by Mrs. Litscher to her daughter, Dona.

It had hailed a bit but the sun came out and created a rainbow. Then I went downtown to check the mail. After I got home at about 6:30 P.M. the sky had darkened. My sister and I were home alone and we were frightened. We went outside and tried to pull up the cellar door so that we could go below for shelter. But the wind was pressing so hard on the door that it would not budge. After we went outside, the only thing I could remember was holding onto the buffet.

When I woke up I was in the ambulance. I did not know what had happened to me. I spent 19 days suffering from a broken collar bone, I had teeth knocked out and a severe knee injury.

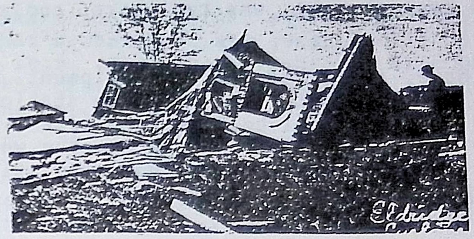
The tornado was moving 50 to 60 miles per hour for a full 10 minutes. My parents explained to me that I was picked up and carried 300 feet across a city block then buried under a pile of debris. When they got me to the hospital, my hair was tangled with sticks and debris. So the told me my hair would have to be shaved. A wonderful nurse worked on my hair. She put me on a stretcher with an electric fan all around to blow all the stuff away as she brushed and combed it out. My hair was long so it took her many hours.

My house was destroyed, so we had to rebuild it. Also several farms and the church were destroyed. Three people died and 22 were injured.

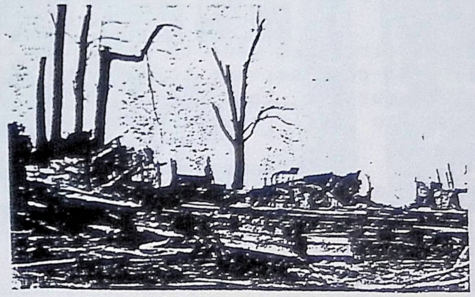
When the dangers and damage were over the Red Cross and police picked up all the debris. They realized things were stolen.

Another exciting thing that happened in the tornado was that a horse was picked up by the tornado and it turned pure white.

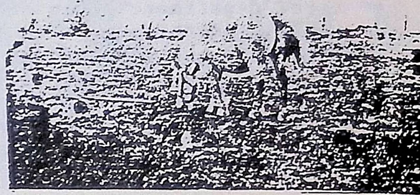
Melissa and I really learned more about the tornado and how fast it went. We thank Mrs. Cawiezell for her information.



THE CHURCH



HOME DESTROYED ON DAMMANN FARM



Horse carried from Dammann's pasture to field e
Eldridge. It is said the horse turned white during to

INTERVIEWER: Tara Buzzell
INTERVIEWEE: Myrle Buzzell (Father)

FIRE DEPARTMENT

Hello, my name is Tara Buzzell, the interviewer of Myrle Buzzell, the interviewee. Myrle Buzzell has been on the volunteer fire department for nine years in Eldridge. I interviewed him on his experiences on the fire department. If you are interested, READ ON !!!

The Eldridge Fire Department got started in 1904 because there was a giant fire. Half the town of Eldridge was burned to the ground. The people of the community then decided to start the fire department.

In 1904 they didn't have all the modern equipment we have now. They used buckets full of water to put out fires. Ten years later they got a fire-cart that you pull to the fires. It was about four feet tall.

One of the fire trucks that we use now was bought used in 1955. It was a 1949 model truck. The most recent truck that has been bought was two years ago and it cost about $110,000.00.

We have a lot of modern equipment that we take for granted. Well, back in 1904 the fire station wasn't very big and used an old school bell for the siren. It was hung on a big pole and if there was a fire someone would come ring the bell on the bell tower. The community still has that bell and is thinking about making a planter and incorporating the bell at the new city hall.

When I asked Mr. Buzzell if he was ever scared to be on the Eldridge Fire Department, he replied, "Yes it's very scary because you are not sure what's going on around you when it's dark and smoky."

He also said that he and the other men like to be on the fire department because it is a no cost service to everyone. "It's something you can give of yourself that does a lot of good for the community and you also feel you are doing your part for the community."

It is very dangerous to be a volunteer fireman. An example of the danger was a fire in Mt. Joy. A wall fell on a man and broke his leg.

To be on the Eldridge Volunteer Fire Department you don't have to attend special classes before going to an actual fire. You participate in on-the-job training and you learn the skills you need. Then you have two training sessions a month. Mr. Buzzell said that for training they will take an old house, block off rooms, and start the house on fire. They have to put a dummy or mannequin in the room and they must go and find it. How they do that is by laying on the ground and feeling to your sides until you find the dummy.

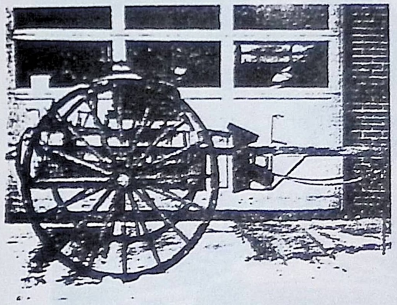
When fighting a fire, the chief stands back and instructs the firemen. He organizes everything and sees that everyone is doing their job. By knowing where everyone is he knows what's going on at all times.

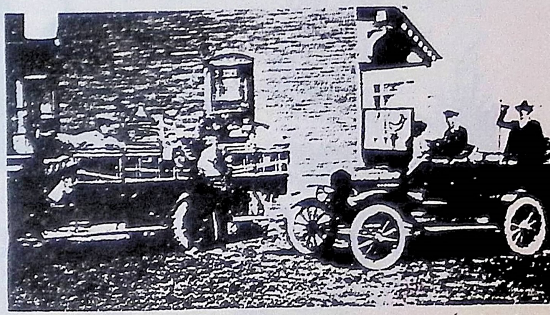
Back when the fire department got started, if you wanted to be a fireman and you were very young, you could practice to become a fireman. These young people were fifteen years of age and called torch boys. You could have as many torch boys as you wanted. These boys practiced to be firemen and it could take four to five years until you were an actual member. Today you might be a probationary member for a year or more until you could be on the fire department.

At every fire, each man has a job. They all have to know how to do each job pretty well, because when they get there they just take any job open.

A fire can make a lot of noise, especially when there is a flash-over. That's when heat and gases build up and rise to the top of the room. Then they flash-over from one corner of the room to the other. As this happens it bursts into flames. With the noise of the flash-over, trucks, and pumping water, it is very hard to hear people inside a burning building.

These are some of the experiences of firemen and the history of the Eldridge Fire Department.


Original Chemical Cart


First Fire Truck after transferring equipment to new truck.

INTERVIEWER: Angie Rigby
INTERVIEWEE: Bob Wiese (Friend)

ELDRIDGE FIRE DEPARTMENT

In 1904, which was 84 years ago, there was a fire called the "Eldridge Fire." The fire burned out shops where these businesses are now: the Coop Elevator, Eldridge Pharmacy, Post Office, flower shop, library, and Bicycle Shop. The people who lost their businesses decided to get a volunteer fire department together. That became the first fire department in Eldridge.

A man by the name of Bob Wiese had a dad on the very first fire department in Eldridge. That's how Bob became interested in fighting fires. When Bob was younger he would go with his dad to trainings and meetings. By 1936 Bob was 18 and his father was ready to retire. But the fire department wanted to keep a Wiese fighting fires so Bob decided to join the department.

Just like Bob's father went to training, Bob did, too. He trained from 8:00 am to 12:00 p.m. every Sunday. When he joined the department Harold Olson was chief. Harold taught Bob his ability to fight fires. Bob said, "Harold was a good chief!"

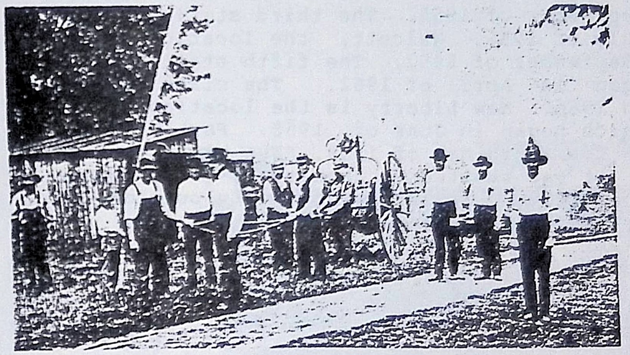
One of Eldridge's worst fires was called the Mt. Joy Farm Service Fire which was a gasoline tank fire. The tank held 4-6 thousands gallons of oil. The oil caught on fire and emptied the tank. It burned a building down and they had to call in outside help like Davenport, Bettendorf, Pleasant Valley, and Long Grove.

Bob was never severely hurt during a fire. Since 1969 Mr. Wiese has been partly retired from the fire department. Because he had started a job in Davenport, he couldn't make it to the station for the calls. Now he is a second alarmer. A second alarmer goes to the fire if they need any extra help at a fire. Otherwise Bob just comes in to work at the radio until someone else gets there.

Mr. Wiese said that at a fire the people involved always come first. He also said that people had to work together on everything.

Bob was chief from 1958-1960. Then he became president until Daryl Wiesenburg died and Bob became chief again during 1967-1968.

Fire fighting isn't easy so I congratulate Bob and all the other men who try hard to keep people safe.



First Hose Cart with following memb
left to right:
Chris Ewoldt
Henry Gotsch
Peter Wiese
Louis Beyer
Henry Wiese
Fritz Kroeger
Fred Wiese
Robert Zabel
Herman Ewoldt
Gus La Frenze
Joe McDowell - Chief
Herbert Wuestenberg at Hydrant

INTERVIEWER: Sara DeLuca & Samantha Kane
INTERVIEWEE: Mrs. Verda Shaw (Friend)

LIBRARIES IN SCOTT COUNTY

The topic of this report begins in 1947.

Mrs. Edna Spies, of Dixon, IA, wanted her students to read. Mrs. Spies was a one-room school house teacher. Mrs. Spies got donations from different Scott County people for books. She collected these donations of money and bought books herself. She had kids bring in pennies, she saved them, and bought an old school bus for the first bookmobile. She drove the bookmobile to other rural areas.

Before the general election in the fall of 1948, petitions were presented to the County Board of Supervisors, requesting that the question of tax support for the library service be approved. The people of Scott County approved the plan. The main library was in Eldridge because it was a central location.

The first librarian was Elizabeth Hage. She began her duties on January 10, 1950. The library moved to its present location on December 31, 1962.

This library started out with one station, but now it has nine stations. The first station was organized in Princeton, on July 13, 1950. The second station was formed in Blue Grass in September of 1950. The third station in LeClaire began in July of 1951. Walcott, the location of the fourth, began in September of 1952. The fifth station is in Buffalo, which began in April of 1962. The sixth station began in Durant in 1966. New Liberty is the location of the seventh station which began in June of 1968. Park View has the eighth station formed in May of 1969. The ninth station is in Long Grove. It was started in January of 1971. There is a bookmobile that travels rural Scott County outside the city limits of Davenport and Bettendorf.

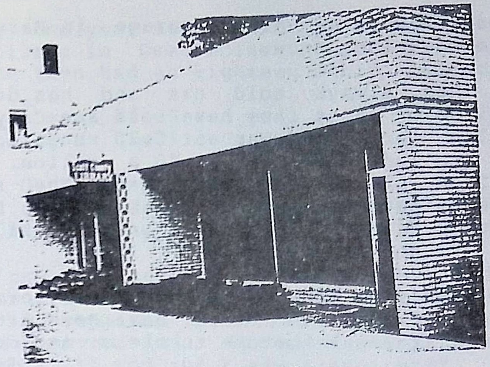
Mrs. Shaw applied for her job as a librarian at Scott County Library. She has been here since 1962.

In the library they face many problems. The library is tax supported and if you don't have money for your budget you will not have enough books. If you don't have enough money in the budget, you will have problems.

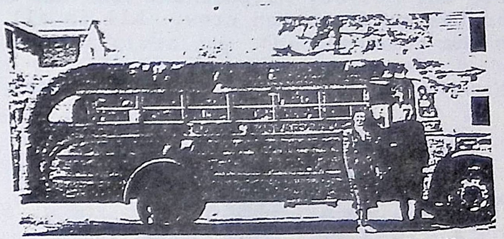
The library board has nine members called the, Board of Trustees, all are volunteers. They are appointed for a six year term by the Scott County Board of Supervisors. The library has twenty-four employees and two volunteers.

They have always kept track of the checked out books. They were on the Gaylord System. In July 1986-the headquarters in Eldridge went "on-line". They went to a computer system. The library named their computer "Scottie" which stands for "Scott County On-line Terminal Telephone Information Exchange".

We enjoyed interviewing Mrs. Shaw, who has worked at the library for 26 years. It was interesting and we learned a lot from Mrs. Shaw.

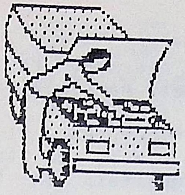


Scott County Library



School bus equipped as traveling library 1950. Miss Elizabeth Hage—1st librarian. Mr. James Bird—driver.

INTERVIEWER: Hobie Stutt
INTERVIEWEE: Henry Stutt (Father)



THE HAWKEYE GARAGE

I interviewed my dad (Henry Stutt) on running a gas station. The Hawkeye Garage was built in 1916 (that makes it seventy-two years old). The owners of the garage have been my grandpa's father in law, then my grandpa. My dad took over the garage in 1973 after his dad passed away.

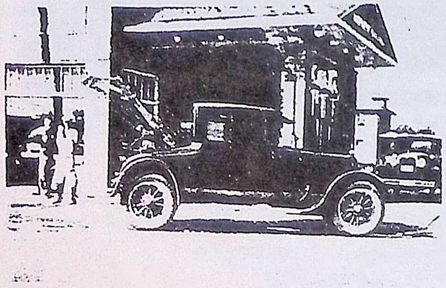
My dad started working at the garage in March, 1948. His first job was shoveling snow.

The garage has always sold gas and has done auto repairs. The kinds of gases they have sold are City Service at $.08 a gallon, next Mid Way at $.20 a gallon, then Standard (today called Amoco) at $.30 a gallon. Today's prices are $.91 a gallon for Amoco gas. The state and federal governments have a tax in the gas price. Years ago the state tax was $.04; now it is $.16 on the gallon. The federal was $.01 1/2 and today is $.09.

There have been many changes through the years in auto repairs and prices of services. Cars have gone from simple to computerized. Tires have become tubeless and don't have as many problems. Tire repair was $.50; now it is $4.50. Amoco gas has been as low as $.25 a gallon and as high as $1.50 a gallon a couple of years ago.

Dad became a worker at the garage to follow in his father's footsteps. He now employs his son, Douglas. I help out sometimes, too. Dad said the worst job he ever had was when they built the Mt. Joy Airport and he had to fix 10-12 truck tires for the construction crew. All in all dad really enjoys running the garage.

All I do now is help out. Someday I hope to own the garage.



INTERVIEWER: Matt Ruefer
INTERVIEWEE: Gene Green (Friend)

GENE GREEN AND THE HAIR HUT

Gene Green has lived in Eldridge for thirty-four years. He is the owner of Gene's Hair Hut.

Mr. Green's first job after high school was in the U.S. Navy. After that he worked as a plasterer for about a year. Then he entered St. Ambrose College.

After one year at St. Ambrose he decided to enter Iowa Barber College in Des Moines. After six months of Barber College, he then had an eighteen month apprenticeship.

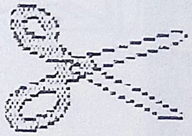
Once a year Mr. Green must go to school and pass a test in order to renew his license.

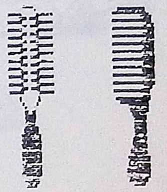
When Gene first started cutting hair in 1952, the population of Eldridge was 500 and the cost of a hair cut was $1.00 and a shave was $.50.

The present location of the Hair Hut was originally the Eldridge Bank built in 1898. In 1907 it became the telephone company. It remained the phone company until 1958 when the barber shop moved in. At that time it was called Gene's Barber Shop.

Mr. Green shared some interesting facts with me. The thing he likes most about his shop is meeting and working with so many people. The thing he likes least about his job is working long hours and all day Saturday. The oldest customer at the Hair Hut is ninety-four years old and the youngest one was four months.

Gene has not given any thought to retiring, but would really like to ride his bicycle across the United States one day.





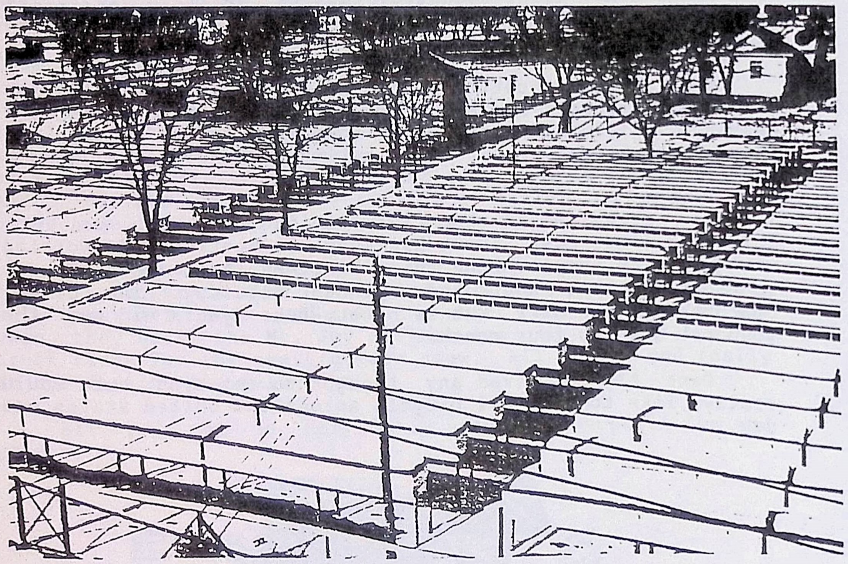
INTERVIEWER: Justin Biermen
INTERVIEWEE: Marylyn and Ralph Schmidt (Friends)

WUESTENBERG MINK RANCH

I interviewed Marylyn and Ralph Schmidt on the Wuestenbery Mink Ranch. This is what I learned.

Most of one side of N. 3rd Street, in Eldridge, was a mink ranch filled with cages. Rows of mink filled cages. These mink were very fine. So fine that coats were made from this mink for English royalty.

The mink had a lavenderish color to it. The skinning house (now the Eldridge Meat Market) had a horrible smell--too indescribable. This is what I learned about the "Mink Ranch".



View of Mink Ranch

Interviewer: Matt Ruefer
Interviewee: Norm Harvey (Friend)

NORM HARVEY AND THE CENTRAL SCOTT TELEPHONE COMPANY

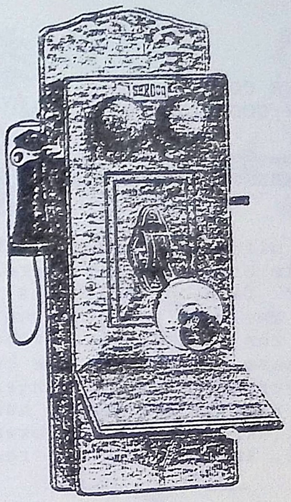
Central Scott Telephone Company first began in 1908. When it opened it had four employees. Today they employ ten people.

When Mr. Harvey first started with the phone company in 1958 he earned about $400.00 per month. His first job was maintaining the phone company's electrical equipment.

When asked what the first phone that he worked on looked like Mr. Harvey said, "It was a wooden box with a handle on the side."

Mr. Harvey chose to work for the phone company because it offered good job opportunities. He was twenty-five years old when he started working there and after thirty years he is still working there.

During the time that Mr. Harvey has worked for the phone company the greatest change has been deregulation. This is also the one thing Mr. Harvey likes least about the telephone company. Another big change has been burying the phone wires underground instead of having them above ground on telephone poles.



Our Compact Cabinet Series or Bridging Seroco Phone.
Prices, $7.20 to $10.[illegible] according to style.
See No. 46F2101 to 46F2175.

INTERVIEWER: Andy Smith
INTERVIEWEE: Warren Booth (Grandpa)

CHILDHOOD IN OLD TIME DAVENPORT

In Warren's boyhood unusual things happened. For instance, he was involved in unusual sports or he built trails for his bike. Also, he would go from town to town showing some of the first movies, and got paid one dollar. During Halloween he did pranks, and while doing them he got in trouble and was put in a squad car.

For enterainment he would listen to the radio, go to movies, and have fun with the family. During the Depression he would play jigsaw puzzles. Also he would get on the trolley for a nickel, and the conductor would let them control the trolley.

During the Depression work was very harsh at home. On every Saturday he would work the most because his parents would work at a different place. He would do work on every day of the week.

During the Depression they had food and shelter. He used cardboard soles for his shoes when the other soles were worn out. Friends, like the grocerymen, would help his family with food.

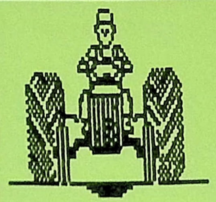
His school wasn't like ours. During lunchtime they could go out and play and do other things besides eating. He got his lunch for ten cents, and dessert for three cents. Also during lunch time they could watch movies. For chores at school he would clean the erasers, run errands for the teacher, and he would show movies during the lunch hour. School lasted from nine o'clock to four o'clock with an hour off for lunch.

He had a happy boyhood, and dreams that would come true.

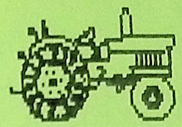
INTERVIEWER: HALLIE COOK
INTERVIEWEE: LARRY COOK (Uncle)

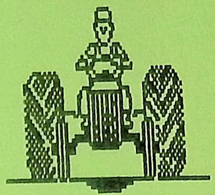
ENVIRONMENTAL IMPACT IN THE QUAD CITY AREA

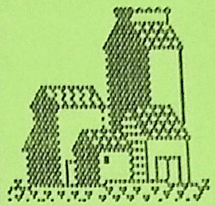
The land was different because it had a lot more trees than now, especially elm trees. Also, there was more top soil. Dutch elm disease, poor farming practices and the automobile have changed the air. The soil is different because all the farming chemicals and all the industrial chemicals have been added. The air is not the same because of the burning fossil fuels. The nuclear waste is very deadly and dangerous and has to be stored for a very long time. The river has changed because of the chemicals. Our drinking water has been affected because of the poisonous chemicals, and they must be removed.



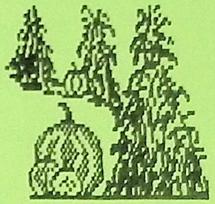
CHAPTER III

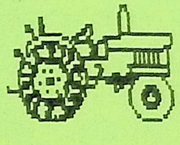


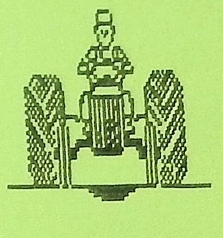


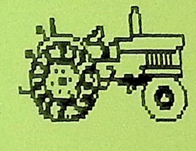


FARMING









INTERVIEWER: Zack McCoy
INTERVIEWEE: Fern Holst Vollbeer Skelley (Friend)

THE HOLST FAMILY FARM

Fern Holst Vollbeer Skelley was born April 13, 1913 to Henry and Elvina Holst. She was the youngest of four children to be born in their farm home located three miles southwest of McCausland, Iowa.

Fern has lived on three different farms, all located in the Scott County area. As a little girl she lived in Butler township on a two hundred forty acre farm. Her father had purchased the farm for fifty dollars per acre. At the time one hundred dollars was exceptional for an acre of land. Henry farmed the land with his brother and a hired-hand named Billy Buck.

The crops grown on the farm included wheat, oats, alfafa, corn, millet, soybeans and buckwheat. All the machinery used on the farm was horse-driven. Henry would hitch Betsy to the two-furrowed plow and place himself on the seat of the plow. Fern loved to ride Betsy while her father plowed the field. However, she would grow tired and Henry would place Fern on a blanket at the end of a row to sleep. The corn was picked by hand which meant the crops were not completely harvested until late January. Henry also had a threshing machine which he not only utilized on his farm, but also helped other farmers in the area to harvest their crops.

Livestock such as milk cows, ducks, horses, pigs, cattle and a billy goat were not only raised for profit, but also to provide food for the family. The barns were always painted white, and on the front of the main barn was written, "Look-over View Farm", the name given to the homestead. Inside the barn were stalls for the horses and cattle, pig pens, and hay mounds. They were constructed of wood with rock foundations. There was a driveway in order to pull the loose hay into the upper level. Henry milked seventy-five cows, all hand milked, and sold the milk to a general store. There was a concrete pit in the barn where ice was placed in order to keep the buttermilk for spoiling.

The family would begin their day at 6:00 a.m. Henry would do the chores and prepare to plant or harvest the crops. Elvina and the children would start cooking the pancakes or oatmeal.

The kitchen was the center of all activity. In fact, in the wintertime, only the kitchen was heated.

The daytime hours were spent on numerous tasks: butchering, frying out the lard, canning pork, smoking the meat (smokehouse), gathering corn cobs for the cookstove, planting or harvesting the garden, canning, sewing, churning butter, milking the cows, doing laundry in the wash house until bedtime became a just reward from the day's efforts. Henry would work until midnight, being the last one to retire

The closest neighbors were one-half to a mile away from the farm. Therefore, much time was spent on the farm.

Fern had several pets: a cat, a black and white pony named Harry, and her favorite, a whitespitz dog called Penny Nickel. Fern's brother, LeRoy, made a cart so Penny could pull Fern around the farm. One afternoon, a tile spade fell down on Penny's tail, cutting it completely off. Fern bandaged her wound thinking the tail would grow back. She was terribly disappointed when the bandages were removed.

For entertainment, Fern would roller skate, walk on her wooden stilts, play Rook and Chinese Checkers. She would spend hours cutting out the entire interior of a house from a Sears and Roebuck catalog. Ferns favorite toy was a doll she won in a contest. Many nights the family would make homemade ice cream, which was the "absolute best". At Christmas time the family would string popcorn and make decorations for the Christmas tree. On Christmas Eve, candles were placed on the tree. The candles were lit, but only for five minutes, to avoid any chance of fire.

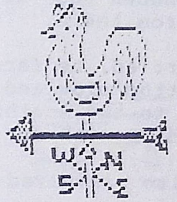
Fern was the only Holst child to graduate from high school. She started her elementary education at Butler #4 School, walking the one mile distance to and from school. Fern was small in stature, and recalls many times becoming stuck in snowdrifts requiring the help of her five year old sister, Gladys, to pull her out. In third grade, Fern's parents grew discontented with Butler #4; the teacher did not care if or when the students would attend school. Elvina decided to send Fern and Gladys to McCausland School which meant Gladys would need to drive the horse and buggy to school. Fern loved to watch the wheels turn in the mud on their way to school. The school day started at 9:00 a.m. and ended at 4:00 p.m. LeRoy and Glayds graduated from the Brown School of Business. Luella, her oldest sister, by fifteen years, traveled once a week to the InterUrban School to take music lessons. She loved playing the piano, spending fifty-one years teaching others to play. Henry purchased a Cable-Nelson piano for Luella, at a price of five hundred dollars, a very expensive model for that period of time.

After school Fern would return home and start her chores. During the week she would scrub the porch, dust mop the floors, churn the milk, feed the ducks, clean the sink with kerosene, fill five bushel baskets with corn cobs, go to the wash house and get water for the stove, plus do many other tasks before bedtime. There were times when Fern would come home from school and all the dishes from breakfast and lunch would still be in the kitchen waiting for her arrival. That meant only one thing, Elvina and Luella had been sewing all day. All their clothes were made at home.

Living on the farm was the only life Fern really knew as a child. Once a week in the spring, summer, and fall and once a month in the winter, the Holst family would go to town to buy groceries. At various times Joe McDonald from Eldridge would stop at the Holst farm with the meat truck. Fern recalls one hardship of living on the farm was the inability to see the doctor in the wintertime when illness struck a family member.

Fern, indeed, has many fond memories of the farm. Would she have traded places with her city cousin in Cleveland? Never. The farm meant family, working and living as a family.

Fern married Walter Vollbeer and remained on a farm until his death. Fern's son, Jerry Vollbeer, now owns and operates the family farm. Jerry and Diana Vollbeer have three sons, Jacob, Troy and Scott. The family farm tradition lives on...



INTERVIEWER: Jamie Clark
INTERVIEWEE: Robert Ewoldt (Grandfather)

LIFE IN THE EARLY 1900'S

Robert Ewoldt, a farmer from Long Grove, was born in August 1907, half mile north of Parkview on Highway 61 which was once called "The Dubuque Road". There his parents farmed with a one-bottom plow and two horses. At a young age Robert and his brothers had to help with farming due to his father's getting hurt. His father was laid up for five months with a broken leg. The first two months he lay in bed at the place he was hurt. There was no hospital in DeWitt at that time. For the next three months he was in the hospital at Davenport. His father came home with one leg shorter because he was missing an ankle.

Mr. Ewodlt had to get up at 5:30 to get his chores done so he could get to school. His chores were to feed the animals such as pigs and cattle. He also had to milk the cows by hand.

His school was located at Pioneer Village where the blacksmith shop now stands. About twenty people attended the one-room school. There were grades one through eight. Hardly anybody went past eighth grade then because they didn't have a high school. The ones that wanted to continue had to go to Davenport High School and then a lot of them couldn't afford it. At first Mr. Ewoldt had a desk that seated two people and then the desks changed to single row seats.

Mr. Ewoldt remembers his first day of school really well. He said he was really shy, so the teacher picked him up and put him on her knee. She was trying to make him feel better when all of a sudden she felt water running down her leg! You can take it from there.

When Mr. Ewoldt married, he farmed 120 acres. He plowed the land with a two-bottom plow and a small tractor. He said it would take them one to two months to get it done. Now it could be done in three days with our new machinery.

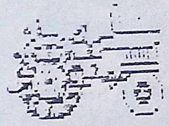
Mr. Ewoldt was also involved in organizing the North Scott School District.

INTERVIEWER: Missy Woods
INTERVIEWEE: Dale Kelly (Step-Grandpa)

FARMING

Hi! My name is Missy Woods. I interviewed Dale Kelly on farming.

Dale started farming when he was twenty-five years old, about the mid-1940's. Dale lived in Jackson County, two and one half miles northeast from Preston, IA, when he started farming . Dale farmed for eleven years. Dale liked to farm because he liked working with soil, watching the animals being born and growing, and growing crops. Dale became a farmer because his father was a farmer. Dale thought he would become a farmer so they could be together. Dale farmed seven days a week. During the winter the work hours were from 6:00 in the morning until 6:00 or 7:00 at night. During the spring, summer, and fall the hours varied. Sometimes during planting season they would work until 9:00 or 10:00 at night. Dale grew corn and oats for crops. Dale raised Guernsey milk cows, which he milked and sold milk. He also raised hogs. Back in the 1950's they didn't have all of the modern machinery and very few combines and corn pickers or hay balers. Dale farmed 160 acres. Also there were times when they worried about the weather being too dry, crops not growing and worms and bugs that eat and damage the crops. Then there were hail and winds that could damage the crops, just like today. For work when Dale was my age he had to help his parents do chores on the farm, like feeding chickens, gathering eggs, and other light work. For entertainment when Dale was my age he listened to the radio, played games, and rode his bicycle. There weren't any televisions or electric lights so they couldn't watch television.



INTERVIEWER: Neal Keppy
INTERVIEWEE: Roy Keppy (Neal's grandfather)

FARMING WITH HORSES

I interviewed my grandpa, Roy Keppy, about horses. He is sixty-five years old and has two brothers, Charlie and Raymon.

Roy was the tallest brother, so they decided that he should take care of the horses. The first thing he did in the morning was to feed the horses. They got fed half a gallon of oats and two, three, or four ears of corn depending on their size. The largest horses got more corn. He had to feed them hay, too. It had to be really clean hay or else it would make the horses sick.

After they were fed he had to curry them. A steel brush was used to curry them by brushing them and getting all the loose hair off of their bodies.

The harness on the collar had to fit the horse like a pair of shoes or the horse would get a sore neck. Then tugs, which were long strips of real thick leather, had hooks on the end that hooked up to the wagon. So when the horse moved he would pull the wagon. Hanes, which were mostly made of wood, fit into little grooves on the collar to the rest of the harness.

When they plowed they had two kinds of plows- a sulky plow and a gang plow. A sulky plow is a one bottom plow and a gang plow has two bottoms. He used the sulky plow most. It had a little lever that he kicked and when he kicked the lever the plow would go up and down. Three horses were used to pull it. A gang plow had to have five horses to pull it because it took more power.

They had a two row corn planter and put two horses in front of it. It had a wire with a knot in it and every so far it would click and let the corn seed fall into the ground.

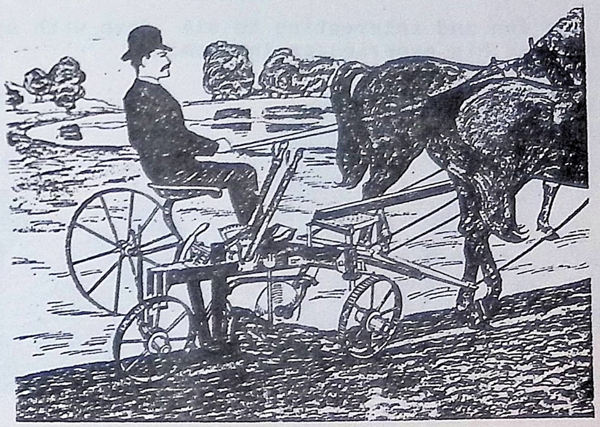
When they worked with horses, his job was to take fresh horses out to the field to work. He would bring back some more horses when he brought the fresh one out. He kept trading the teams of horses.

When they harvested the corn they had to hand pick it all and throw it in a wagon. The wagon would have bang boards on it. When they threw the corn into the wagon, it would hit the bang boards. A good team of horses was always good because they would go when you said, "Gitty-up" and would stop when you said, "Ho".

When you cultivated, you had to do one row at a time. They used three teams of horses. Charlie, Raymon and Roy cultivated each with a team of horses and one cultivator. There was a seat on the cultivator that they sat on and they steered it with both their hands and feet. In hot weather they would have to stop at the end of each row and let the horses rest and cool off.

Taking good care of your horses was very important because if they got a sore neck or a sore foot you would have to leave them in a pasture for a week or so. When they sweated, the salt from the sweat would get into the sore. They usually had some extra horses when that happened.

I learned a lot about horses, like how you feed them and how you planted and harvested with them. I am so glad I learned about horses because I didn't know much first of all, but now I do.



INTERVIEWER: Todd Armstrong
INTERVIEWEE: Hap Long (Grandfather)

FARMING

Hap Long, my grandpa, farmed for sixty years. He farmed in Buffalo, and Blue Grass, Iowa. Even his family farmed.

They raised corn, hay, and oats for the animals to eat. The extra corn was sold for seventy-five cents a bushel. The hogs were sold for about six dollars a head. My grandma raised corn, sweet corn, and potatoes for the family. They always put the food in the cellar.

For farm equipment he used five horses and a plow. His dad had taught him how to use the plow.

The worst year for farming was 1932 to 1933. The best year was 1944.

Elsy, my grandma, did not want to do anything else but farm. They did not want to quit farming, but eventually they had to because they couldn't make enough money. So they quit farming in 1944 and moved to town.

But my grandpa Hap said "I need a job, Mom." Grandma Elsy said, "Go to town and look for a job." So grandpa Hap went to town to look for a job and he found a job working in a foundry.

It was fun and interesting to sit down with my grandpa and learn about his experiences in farming.

INTERVIEWER: Amy Knoche
INTERVIEWEE: Walter Hamann (Grandfather)

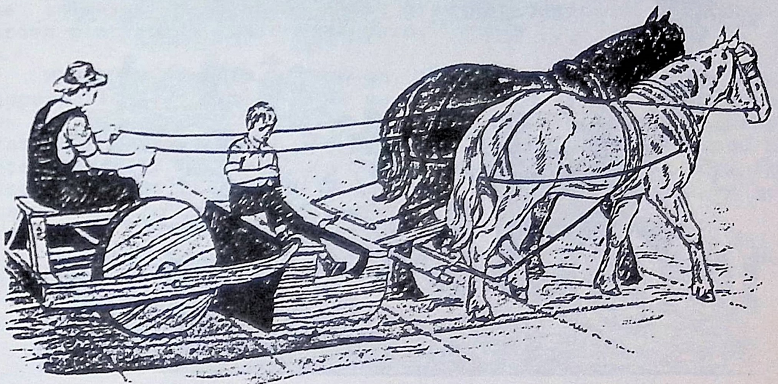
FARMING

When Walter Hamann, my grandpa, first started farming, farming was very different from today. Five horses pulled a two-bottom gang plow to plow for crops. They would plow with a one row cultivator. Corn was picked by hand. A threshing machine would go around to all the neighbors to thresh the grain. They also used a two-row corn planter pulled by two horses and would cut hay with a grass cutter pulled by two horses.

My grandpa milked fourteen cows by hand twice a day. They got a milking machine in 1945 and then milked thirty cows for two hours in the morning and then two hours again at night.

Farmers put in long, hard hours because they didn't have the modern conveniences we have today.

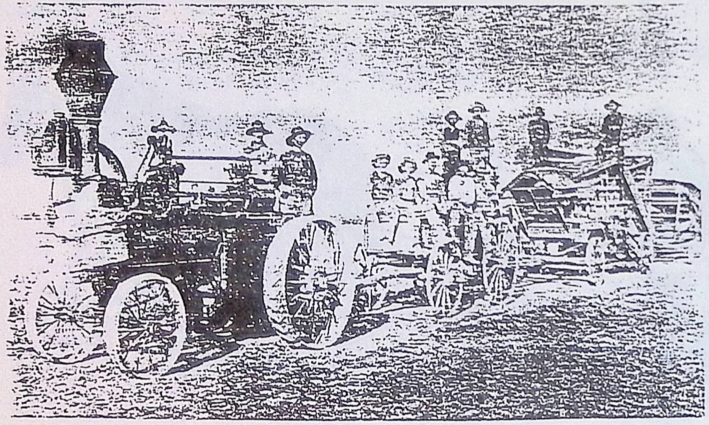
I think farming was very difficult back then because the farmers didn't have tractors and they had to do a lot of things by hand like milking cows and picking corn. I would not have wanted to live on a farm because it was such hard work.



INTERVIEWER: Chad Keppy
INTERVIEWEE: John Moffit (Grandpa)

THRESHING

John was a water boy at ten years old. He had a pony named "Blacky". Blacky pulled a wagon with one seat and no top. He got paid twenty-five cents a day. Soemtimes he didn't get paid. They built straw stacks on eight bundle wagons. You could throw the heads in first on either side of a separator. You would start threshing about 9:00 a.m. and work until 6:00 p.m. It was hot in the middle of August. The pitcher threw the straw into the separator. You would drink the water right out of the jug. You would eat dinner where you were threshing. You got the water for the jug where you were threshing. There was a small hopper that weighed the oats, so you knew how many one-half bushels were in that field. There were eighteen horses to make a threshing team. Everybody brought their own horses. After he was a water boy he was a pitcher. At one farm Blacky couldn't make it up the hill. John saved some money to buy a bicycle. He didn't make all of his money from being a water boy. John had to brush, harness, feed, and water his horse. John got to eat with the threshers. Sometimes women helped thresh and help other women make lunch. The threshers had chicken, mash potatoes, and some pie. They didn't get any snacks like we do now. He'd also bring out sandwiches, cookies, coffee and/ or lemonade.



1895 Threshing Crew
Steam Engine, Water Wagon,
Threshing Machine and Straw Stacker

INTERVIEWER: Christy Knight
INTERVIEWEE: Maxine Knight (Grandmother)

FARMING

In 1931, my grandma, Maxine Knight, lived out on a farm. She is now sixty-seven and this is what she told me about farming.

Farming was fun sometimes. When she lived on a farm she had three brothers and two sisters and the jobs were split evenly. (She said she liked it that way.) When she had chores they weren't hard if she didn't think about them. The chores were fun only if you didn't mind them.

When she was a young girl on a farm there weren't any tractors. Horses were used to do the farm work. All they had for machinery were threshing machines, plows, corn planters, hoes, and rakes. They got along with what they had.

When my grandma lived on the farm, planting corn was a family project. One person would sit and steer the horses. Behind the horses was a hoe which made holes in the ground for the seeds. Everyone else would be getting seeds and planting them in the ground.

When they had chores they had a lot of chores because they had to milk twenty-seven cows by hand. They also had to feed animals and do much more around the farm to take care of the animals. My grandma also grew her own food with a big garden planted in their back yard.

When my grandma lived on a farm this funny incident happened to her brother. He was trying to ride a cow and the cow started bucking. It ran through the barn and her brother grabbed a beam (which is a long, sturdy piece of wood or metal used in a building as a horizontal support for the floors or ceilings). He hung there for awhile until he got the courage to jump down.

My grandma is special to me. I really appreciate her letting me interview her on farming.

INTERVIEWER: Shanna Haugland
INTERVIEWEE: Helen Paulsen Schmidt (A very special friend)

GROWING UP ON THE FARM

Helen Paulsen Schmidt was born October 14, 1917 at her home on a farm in Jackson County, Iowa. She was the child of Amos Paulsen and Bertha Nienkark. Helen had one sister, Darlene, and one brother, Robert.

At four years of age, something so terrible happened that many thought Helen would die. On July 4, she got the measles AND mumps. Later on she got double pneumonia. Helen stayed in the parlor with a nurse who stayed for twenty-three days. In that sick time, she received a doll, Mary Jane, who, in the end, wasn't so special because she always remembered being sick when she played with it. After five months they moved Helen into a different room with a window. There she was suprised to see a blanket of snow all over the ground.

As a child, Helen had many chores to do. She had to wake up every morning at 4:45 a.m. and help milk and feed the cows. While mom washed the separator and dad fed the hogs, the children cleaned up and ate breakfast. Then off to school they went. On Saturdays their chores were to fill the lamps with kerosene, wash the chimneys off, and wipe off the wicks. Plus they still had to make sure the wood box was full, wash dishes, scrub the floor, dust, and keep their rooms clean. Another daily chore was making sure the reservoir of water on the firebox side of the cookstove was filled with cistern water and rain water they had caught off the roof. This water was used mainly for washing dishes, clothes, and themselves. She also filled another bucket of water kept in a separate place with well water which they used only for drinking.

Some fond memories Helen has are when she used to go with her father, a team of horses, and a load of grain to where Pat Costello's gallery in Maquoketa is now and take their grain to the mill. She also remembers going with her father to a monthly board meeting at the Preston Creamery, of which he was a board member, and playing while the others talked. She would usually get a pencil and paper to write on and a couple of crackers or cookies. Sometimes they would stop off at C.J. Maser's, a wagon and harness shop, or Wellendorf's Hardware which carried horse shoes and horse shoe nails in many assorted sizes. They also supplied snaps and buckles, which were used to repair harnesses. On the counter they had lamps and lamp chimneys. They also had an assortment of stove pipes and elbows.

Sometimes they went to King's Grocery and Dry goods, which was a split store. One-half sold some underclothes, thread, buttons, etc., usually called the women's department. The other half, the grocery store, had wooden kegs of coffee that you could buy either the whole bean or they would grind it for you. Also, they had wooden kegs of candy and horehound candy which were used as cough drops. Flour was usually bought in forty-nine pound cloth bags and sugar was twenty-four pound cloth bags. The 100 lbs. bags were cloth also but had an extra burlap bag on the outside for protection as these were taken home in wagons. Wagons were used when they needed many things, while a buggy for just a few.

The winter supply was usually ordered by mail and came as freight on train. Helen's family would sometimes order ten to twenty-five lbs. of crackers and ten lbs. of coconut cookies or ginger snaps. These came in larger square tin boxes. They would also order twenty-five lbs. or rice and cornmeal in bags and ten lbs. boxes of dried fruit such as peaches or prunes.

By the time she was about six, Helen began her first grade year of school. She attended school through eighth grade where she learned reading, math, hygiene, language, civics, and history.

When the Depression struck, Helen and her family often had a meal of cornmeal mush and milk. Then the left overs were poured into a pan, sliced off, fried on both sides, and eaten in the morning for breakfast. They also had home canned tomato soup with bread instead of crackers. Bread was ten cents a loaf, eggs ten to twelve cents a dozen, chickens were twenty-five cents a piece for light breeds, and corn was ten-fifteen cents a bushel.

After eighth grade, Helen worked in her father's field. Her father quit hiring a hired man and she took over working in his place. She drove a three horse team which pulled a riding plow. She worked for about six years helping her dad before she married at the age of eighteen.

Christmas was happy time of year. Helen and her family would cut down one of their trees and put it in the parlor. They would decorate the tree with candles but never did light them. On Christmas Eve while eating supper, Santa would come and make a noise at the back door. When the children would run to the back door, Santa would be gone, but their presents would be left behind.

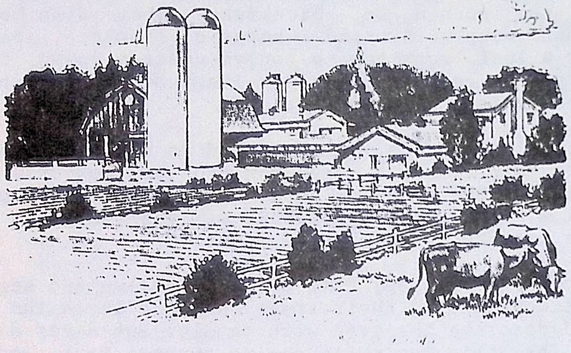
On birthdays the kids would have a birthday cake and have company over. If you had a birthday in the winter, you would get to make ice cream for your party.

Helen remembers some of the gifts she received over the years for Christmas and her birthday. She remembers only three dolls, a doll buggy, top, a doll bed, a rocking chair, and a table and chair.

Helen married November 21st, 1935, to Lester Schmidt. Still working on a farm, she did her same chores but lived in a one-room cabin with her husband. Also, they had a tractor by this time.

Over the years, raising her own children, Helen saw many things change. For the farm, combines came along, also riding cultivators and rubber tired tractors. (The first tractors had steel wheels.) Electricity was something that was around, but Helen never had it in her home until her second year of marriage. After a time, Helen's house was no longer heated by wood and coal, but she had a furnace.

Helen has lived a hard life but looks back on those years with fond memories and never regrets how she lived.



INTERVIEWER: Nick Kalainoff
INTERVIEWEE: William Sassmann (Grandfather)

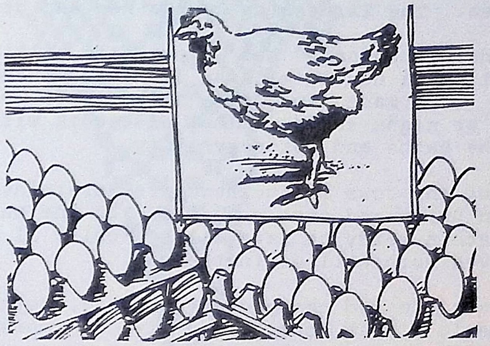
MY GRANDPA'S LIFE

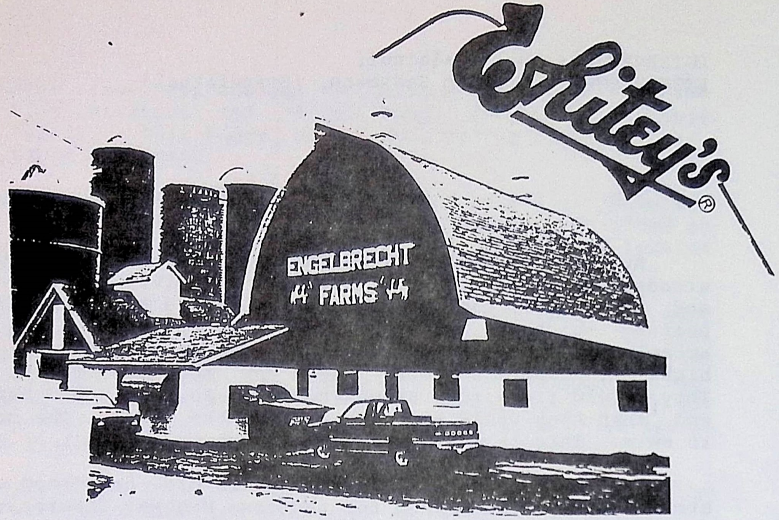
My great grandpa William Sassmann, was born in 1910. My grandpa lived on a small farm. He had five milk cows. He and his sister had to milk the cows and take them to the pasture which was 3/4 a mile away, before school and after school every day. When the creek was up and the water was high, my grandpa's family had a cow that they could ride. They would tie a rope around her neck so they could hang on, and then they would ride her through the creek. The cow had to swim. This is what they did for fun.

In 1928 when he was eighteen years old, he worked on the Bremer County Bridge Gang for the Iowa Highway Commission for fifteen years. My grandpa drove the first snow plow ever in Bremer County. He once drove a snow plow for thirty-six hours in 1936 without sleep. He drove from Denver, Iowa to the Minnesota border. He rented a room for sleeping for a dollar. A funeral was delayed for three days before the snow plows could open the road.

My grandpa once had 500 laying hens one year and 1000 baby chicks one year. He sold the eggs they collected for nine cents a dozen. He had to wash and pack the eggs by hand.

My grandpa also had some pigs which he had to feed. He fed them corn and "hog slop" which was ground oats and skim milk.





INTERVIEWER: Joshua Witt
INTERVIEWEE: Leona Engelbrecht, Wilbert Engelbrecht, Loren Engelbrecht (friends)

FROM THE DAIRY TO WHITEY'S ICE CREAM PARLORS

Engelbrecht Dairy farms have been operating for over three generations in Sheridan Township.

At first only family members worked on the dairy farm but now it takes over ten people to run the dairy phase of the business. The farms also have a hog and grain business.

The dairy business has grown from milking over forty cows two times a day to milking 310 cows three times a day. Schedules are made for the milkers on early morning, afternoon, or night shifts. They also work with feeding and cleaning the barns and yards everyday.

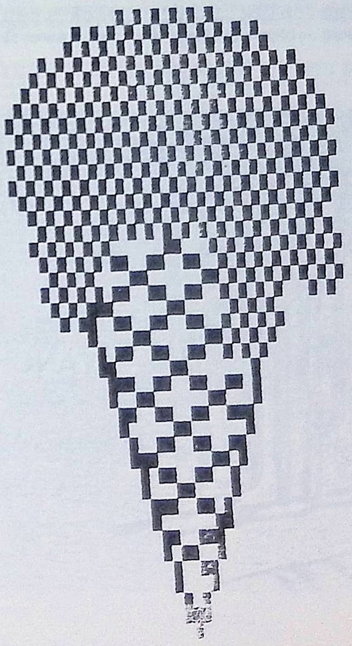
Most of the cows in the herd are Holsteins and there are a few Brown Swiss and even a Jersey. In the maternity barn I saw a Holstein ready to have a baby calf. I also saw twin Jersey calves born earlier in the day.

The cows are fed chopped alfalfa hay, corn, protein, and soybean meal. Most cows have five or more years of top production if they are well cared for.

The cows are milked in a milking parlor which has pipelines and automatic milking machines. After the teats have been washed and sprayed with disinfectant the milkers are attached. When the cow is milked out, there is an automatic take-off that releases the machine from the cow and it swings into place on a rack. The cows' teats are sprayed again with disinfectant and treated with frost guard if the weather is below twenty degrees. Then the milk goes through a pipeline to the cooler where it is automatically stirred and cooled. It is stored there until the Swiss Valley truck picks it up daily.

All of the cows are bred by artificial insemination or embryo transplants. While I was there I watched an embryo transplant being done. I looked at an eight day-old cell through a microscope which would be a baby calf in nine months. This microscope enlarged it sixty times. If cells are fertile they will look like a bunch of grapes and be raised. If cells are not fertile they will look flat and spread out. Embryo transplants produce calves that will make better quality producing cows in the future.

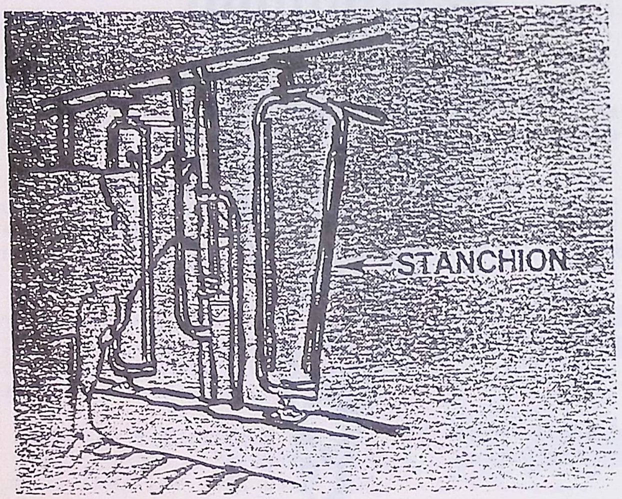
Over 20,000 lbs. of milk are picked up daily from the farm, by Swiss Valley Dairy. Swiss Valley sells it to Bakers' Dairy and they sell it to Whitey's Ice Cream Stores. Englebrecht Dairy Farms supply the Whiteys' stores with the milk used to make their ice cream.



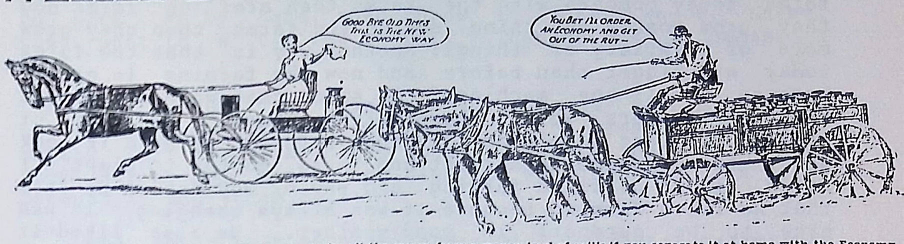
INTERVIEWER: Chad Keppy
INTERVIEWEE: Myrtle Keppy (Grandma)

HOW TO MILK A COW

Myrtle Keppy gave me a very interesting interview on how to milk a cow. You have fourteen to twenty cows you have to milk morning and night. You would put the cows in the barn in their stanchion around their neck. The cows always went to the same stanchion each time. They were always milked on the right side of the cow. The milker used both hands and a bucket and a three legged stool to sit on. You would have a rhythm to milk the cow. It would take about fifteen minutes to milk a cow. You would spray the cow in the summer so she won't hit her tail in your face. A good producer will produce two to four gallons of milk. You would milk about 7:00 to 8:00 in the morning and about 5:00 to 6:00 at night. After the morning milking you would spray some milk in the cats' mouths. The cats would love that. You would pour the milk into a ten gallon can and cool the milk through a strainer. In the morning the milkman would pick up all the milk. Everyone had at least one half dozen cows. You would sell the left over milk. In cold weather the cows would stand in stanchions all day long. Holsteins produced the most milk. They are black and white. You could make homemade butter, and ice cream to sell. If the milkman didn't come, you had to throw the milk away. Back then we only had fourteen to twenty cows. Now dairy farms have 150-200.



WHAT DO YOU KEEP COWS FOR


GOOD BYE OLD TIMES
THIS IS THE NEW ECONOMY WAY
YOU BET I'LL ORDER AN ECONOMY AND GET OUT OF THE RUT—

On the road to the creamery. A single can carries all the cream from a wagon load of milk if you separate it at home with the Economy.

NEARLY ALL FARMERS KEEP COWS TO MAKE MONE

DAIRYING IS ONE OF THE MOST IMPORTANT FARM INDUSTRIES AND IS BECOMING MORE IMPORTANT EVERY DAY. A L
PART OF THE AVERAGE FARMER'S ENERGY AND TIME IS GIVEN TO THE CARE AND FEEDING OF HIS COWS, AND IF HE HAS G
THE MATTER ANY THOUGHT HE KNOWS THAT HE DOES IT IN ORDER THAT HE MAY MAKE MONEY FROM THE PRODUCT OF THE

IF YOU KEEP COWS a considerable portion of your land is no doubt reserved for the purpose of feeding the cows, either to raise forage crops or for pasture. You get up early in the morning to milk and feed them and in the evening you milk them again. If you were to make a careful record of how you spent your working hours you would find that during the year a quarter, a third or perhaps one-half of your time and labor has been given to the dairying end of your business.

YOU KEEP COWS PRINCIPALLY FOR THEIR MILK. The most valuable part of the milk and, in fact, the most valuable of all farm products is the butter fat. Butter fat is worth from $20.00 to $30.00 per hundred pounds and there is nothing else raised upon the farm which will compare with it in value. Corn is worth from 80 cents to $1.20 per hundred pounds. Oats are worth from $1.25 to $1.80 per hundred pounds. Even wheat is worth but $1.50 to $1.80 per hundred pounds. Skim milk after the butter fat has been extracted is worth from 6 cents to 40 cents per hundred pounds, according to its condition and what it is used for, being only about one-hundredth part as valuable as the butter fat. Before you get an ounce of butter fat or cream in marketable condition you have put in all your time and labor, and your profit or loss depends, first, upon the amount of butter fat that you get and, second, upon its quality.

BUTTER FAT IS SO VERY VALUABLE, so much higher in price than any other farm product that if any considerable part of it is wasted the farmer not only makes no profit but actually is a loser. He cannot sell what remains of the butter fat for enough money to pay for the cost of feeding and caring for his cows. Dairying has never paid for the farmer who has wasted one-third or more of the butter fat, and as land becomes more valuable from year to year it cannot but lose money for him. One-third of the butter fat lost means all the profit lost. Two-thirds of the butter fat usually is required to pay for the cost of keeping up the herd and the other one-third is the dairyman's profit. It is the last third that pays the profit, so that is the most important of all. The first two-thirds pays no profit. It simply goes to pay for the expense and labor of keeping the cows and according to the greater or less proportion of the remaining one-third that you get your prosperity will depend.

IF YOUR COWS ARE GOOD and intelligently selected for their
giving and butter fat produ
ities, properly fed and cared for and you get all the butter fat, the two
that goes to pay the expense of keeping up the herd and the other third,
is your profit, you will surely prosper. You cannot help doing so. There
business in the world in which returns are so certain as in dairying if it is
erly and intelligently handled. No merchant in business, no manufactur
be certain of a surer and safer margin of profit than the dairyman who g
of the last one-third of the butter fat in his milk.

THE EXTRA COST OF A FINE DAIRY COW, even if it be t
three times as
as an ordinary cow, is nothing compared to the profit. A poor cow but
more than pays her board in butter fat. If your cows are poor and you g
two-thirds of the butter fat, you must lose money. If you get all the but
you will make some money. If your cows are good and you get two-thi
the butter fat you will make a little money, but all the butter fat from
cows must give you a handsome return for your time and labor.

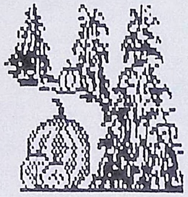
THERE ARE A NUMBER OF WAYS of taking all or part of the
ter fat from the whole m
general use. The oldest one, as everybody knows, is the old fashioned w
setting the milk in crocks or tin pans in a cool place and waiting for the
to rise to the surface. Another and later way is to set the milk in tall,
cans submerged in cool running water or ice water. The third way a
which has had some considerable popularity of late is to separate the crea
portion of it, by diluting the whole milk with a large quantity of cold wat
fourth way, and better than any of these, is to ha the milk to the creame
have it skimmed by power separators, selling the butter fat to the creame
hauling the skim milk back to the farm.

THE BEST WAY OF ALL and the one which is now being ge
erally adopted is to separate the crea
taining the butter fat from the whole milk by means of the han
arator. This method is so far ahead of all others that it makes any
sure money making investment while the other methods are all more
uncertain.

INTERVIEWER: Michelle Boston
INTERVIEWEE: James Lyngholm (Michelle's grandpa)

FARMING

I interviewed James Lyngholm about farming. When he farmed they planted the seeds by having a horse pull a planter on the fields. On his farm they planted mostly corn and oats and alfalfa. The alfalfa seeds were so small that they had to plant those seeds by hand. He says the farms then averaged about eighty acres. Some of the ways that farms today compare with the farms then are: on farms now they grow mostly one thing and on the farms then they grow more of a variety of things; another way is that the farms today are bigger than before and now the farming is easier because of all the machines. He said that when he farmed that the farmers worked together on things. The farms of today have less people on them then before. He said it took about three months to harvest and three months to plant. I asked him if he liked farming and why or why not. He said that he liked farming because it was always changing. It was nice to be outdoors in good weather. He also liked it because it was challenging. I asked him whether the farm was mostly fields or buildings. He said it was mostly fields. On his farm he raised some plants and some animals. My last question was if he raised animals, and if he did, did he raise them for any special reason. He said he raised cows for the milk and chickens for the eggs and to eat.



INTERVIEWER: Janelle Wulf
INTERVIEWEE: Harold Wulf (Grandfather)

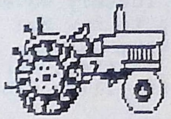
FARMING

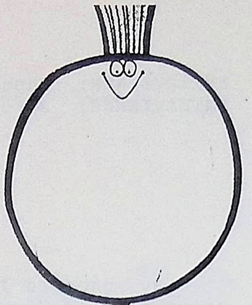
My name is Janelle Wulf and I interviewed Harold Wulf about farming, cream separating, and butter making.

Harold got his first tractor in 1940 after he changed from horse farming. Hay was put in the barn by horses. Harold's dad got a thresher machine in 1934. First, they had to pick corn by hand, then throw it in the wagon. Later, they went to a two row picker. Then he got a combine in 1938.

Around 1945 my grandpa had a cream separater which separated the milk from the cream and the cream was used for butter. If the milk was no good it went to the pigs to make them strong and big. And also it went to the sick pigs, because it made them better.

One thing that my grandfather will always remember was when his family was eating dinner they heard a noise. They got up and saw a plane that only one man could fit into. That was something very new to him.





INTERVIEWER: Neal Keppy
INTERVIEWEE: Laura Moffit (Grandmother)

ONION FARMING

I interviewed my grandma, Laura Moffit, about onion farming. She is sixty-nine years old and was born in the Onion District in Pleasant Valley. Now she lives in LeClaire.

It was the largest onion district in the U.S.A. They still raise onions there today, but not the same way. They never had to rotate the crops at all.

Her dad made a living on thirteen acres of land. When the weeds came up her dad said, "You can't raise two crops on one field, weeds and onions," so her job was mostly to keep the weeds out. An onion tractor was used with four planters on the back with which to plant. Before her dad quit raising onions, he switched to planting baby onions.

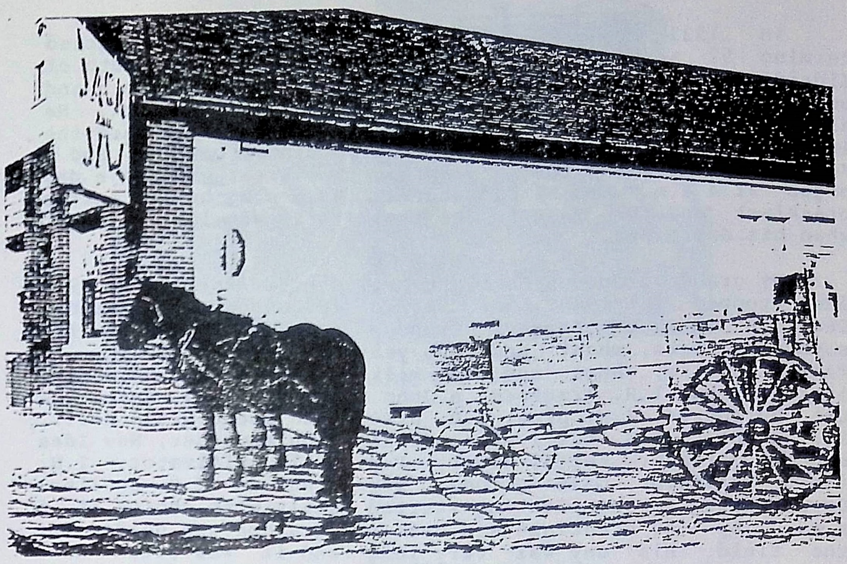
They planted as soon as the ground was soft, usually March. They harvested a little after the fourth of July. The day before harvest her dad would go to town and tell a few families that harvest would begin the next day. Then mothers, kids, boys and girls came in and pulled the onions out of the ground and cut the tops off of them. Then they put the tops in a bushel basket. They got paid three to four cents for every bushel. Then a man would come along with a burlap sack and take the onions from the bushel basket and put them into the burlap sack. For every sack he filled, he would get a ticket, and at the end of the day he would get paid for every ticket he had.

A burlap sack is a loosely woven sack like potato sacks today. Grandma's job was to sew the sacks. She used a long, long needle and really heavy thread. When she was young they put 100 pounds of onions in those sacks. When she grew older they started only putting fifty pounds of onions in each sack.

The onions had to stand in the sacks for three or four days in order to dry. Then they piled them on a screen which had slats spaced a little ways apart, so little onions would fall through but the good and best ones would be saved on the top and put back in the burlap sack.

Then they loaded the sacks of onions on a hayrack. A team of horses pulled the hayrack up to Pleasant Valley and loaded them up in a boxcar. They traveled on rail to any large city. Then some men came in and bought those onions and the money went to whomever raised the onions. They were paid two to three dollars for every fifty pound sack. That was a pretty good price then, too.

I learned about how you harvested and planted onions. I also learned how they took care of onions. I am so glad I learned about onions because I did not know a thing before.



INTERVIEWER: Tracy Trout
INTERVIEWEE: Minnie Anderson (Grandmother)

EARLY FARMING

My grandma, Minnie Anderson, told me about farming when she was a girl. Grandma's mother and father farmed with horses. Her sister sometimes did the housework, but grandma was too young. They took care of the horses when they came in. They would feed the horses three times a day. Another of grandma's jobs was to gather eggs and feed the chickens.

Women did men's jobs like stacking hay. Grandma loved to pick corn. All the jobs they did; they never got paid for anything. They got no allowance.

INTERVIEWER: Jason Goettsch
INTERVIEWEE: Orey Goettsch, (Great Grandfather) Gordon Goettsch Sr., (Grandfather) Gordon Goettsch Jr., (Father)

FOUR GENERATIONS OF GOETTSCH FARMING

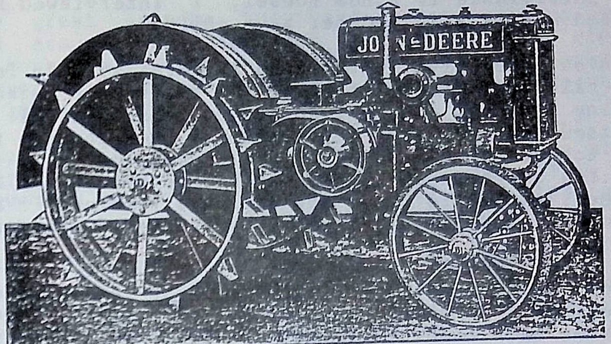
In 1927 my great grandpa, Orey Goettsch, started farming 92 acres of land along old highway 61, south of Eldridge Corners in Scott County. He planted oats, corn and one year, soybeans. Hogs and cattle were his livestock. He also had milking cows. Great grandpa used horses to farm the land. He also had an I.H. tractor, binder combine and a Fordson tractor. At spring planting time great grandpa's day began at 4 a.m. when he did chores. By 6 a.m. he was eating breakfast and then went to the field. It was late at night when his day ended.

My grandpa, Gordon Goettsch Sr., started farming in 1948 and stopped in 1988. He farmed 160 acres in Sheridan Township in Scott County. Grandpa planted corn, alfalfa, soybeans, oats, wheat and one year he had sunflowers. He raised cattle, hogs and had milking cows. His machinery included two I.H. tractors, a John Deere and Ford tractor, a Cat bulldozer, I.H. plow, I.H. disc, John Deere grain drill, I.H. planter, I.H. cultivator, Brillion culamuncher, New Idea manure spreader, Fetral auger, I.H. field cultivator, I.H. field harvestor, Gale grinder mixer, and an I.H. sheller. Days during spring planting started early with chores at 6 a.m.. By 7:40 breakfast was over and grandpa was headed for the field. His day was very long and it was often nine o'clock before he ate supper and then went to bed.

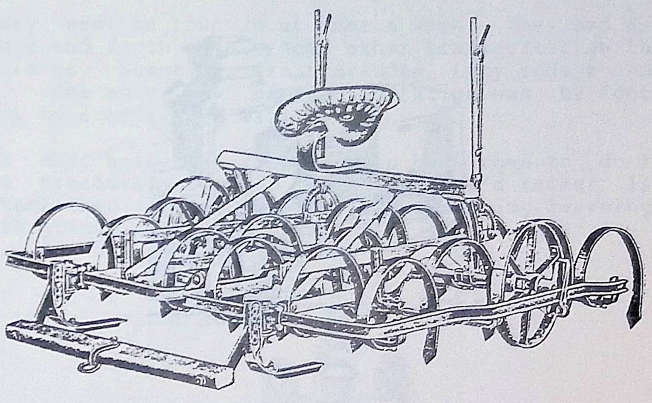
Gordon Goettsch Jr., my dad, farmed from 1972-1987. When he started farming he had 40 acres and when he stopped he had 240 acres. The farm, called Scott View Farm, is located in several different acres in Sheridan Township in Scott County. My dad raised, corn, soybeans, wheat, oats, hay, hogs and cattle. The machinery that he has was a four wheel drive Case, a two wheel drive I.H., twenty-four foot disc, Kinze grain cart, and a Tanden axle grain truck. Spring planting was an especially busy time for the farmer. My dad got up at 6:00 a.m., did chores, ate break-fast about 7:30, worked in the field until noon, ate dinner and went back in the field. His mom or his wife brought a snack at 5:00. At 8:00 he came in and ate supper, then went and did the chores. Then he went back in the field until 12:00. Finally he got to go to bed.

I help my dad by driving the trac-tor with my grandpa

helping me. We take the Kinze grain cart to the field when it's empty and then to the truck when it's full. I mow the lawn for my father and grandfather. Someday I want to be a farmer like my father and my grand-fathers.



THE FARM TRACTOR



The Spring-Tooth Harrow

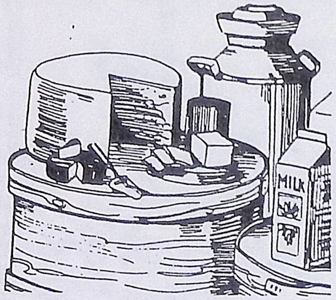
INTERVIEWER: Jessica Loesel
INTERVIEWEE: Linda Loesel (Mom)

FARMING

My interviewee is Linda Loesel. I interviewed her on farming and how it affected her as a child.

As a child of five years Linda's chores were to feed and bed the calves. As she got older she had to get buckets out for milking the cows and call in the cows using a call that's been passed down for many generations. Her routine for the day was to get up at 5:30 a.m., milk cows, be ready for the bus at 7:00, go to school, get home and do chores, do homewor eat supper, and go to bed. The Steiners (Steiner is Linda's maiden name) raised oats, corn, hay, and sedan grass used to feed cattle.

Since Linda was a little girl these are some changes she's noticed. They had transported milk by cans from the dairy farms back then. In 1965 the balt tank came out and they carried milk from the barn to the balt tank by pails. As the years passed machinery got bigger and better. Linda remembers the Septembers when the silos needed to be filled. All the neighboring farmers would help each other fill their silos.



INTERVIEWER: Cory Davis
INTERVIEWEE: Lucy Kinsey (Great Grandmother)

FARMING

My great grandma Lucy and great grandpa Beryl got married around 1930 when times were tough. They didn't have enough money to start out on their own, so they moved in with great grandma Lucy's parents near Stuart, Iowa. Together they farmed 160 acres.

The two families lived together in the same big house that my great grandma still lives in today. They did not have running water or electricity until the 1940's. Their water came from a well and the cistern.

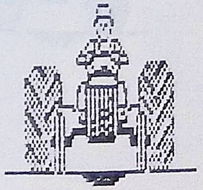
They had crops and animals. The animals they had were cattle, horses and chickens. The crops they grew were corn, white corn, and oats. They ate a lot of the crops and animals. What they didn't use they sold.

First they had horses and then later they got tractors. They used horses for a while to pull plows and other machinery.

They earned money in several ways. One way was by selling crops. That's how they got most of their money. One other way was my great grandma was a teacher in a one room school house.

They went to town about once a week. They had a car to get back and forth with. Some other transportation they had were trains. Sometimes great grandma Lucy rode a train to school. One more way of transportation was by foot. She also got to school that way.

It must have been really hard back then to do farming without tractors and other machinery. I'd rather live now than back then. I thought it was interesting learning about my great grandparents and farming.



INTERVIEWER: Lucy Pittman
INTERVIEWEE: Jean Keppy (Friend)

FARMING

Some things Jean Keppy had to do on the farm were she helped with some of the field work, she cleaned the hogs' pen, she fed the livestock, and she made meals and snacks. On the farm they grew corn and oats and raised hogs, and steers.

During planting and harvesting season they got up by 6:00 a.m. They slept a little longer during the other seasons. In the morning she usually fed livestock.

Jean started farming in 1958. The biggest things that have changed since she started to farm are the methods in feeding the livestock, the way they store the corn, and the way they prepare the ground for planting.

The biggest change from living in the city to living on a farm was to be out so far, having no neighbors close by, the noises of the animals and the quietness.

She thinks that a farm is a great place to raise kids. They can run around and can see things grow.

This is a story Jean told me about the first time she tried to drive a tractor. She had never driven a tractor before because at school they did not teach them how. She started the tractor and it started too fast. She didn't know how to shift. She was confused about the three pedals, and she forgot everything she learned. Her husband had to jump on and stop it. The most embarassing thing about it was her father-in-law saw the whole thing happen.

After interviewing Jean I think a farm would be a great place to live but it would be hard work. It would be neat to have a big yard and see animals and plants grow.

INTERVIEWER: Zack Waters
INTERVIEWEE: Myrlen Phelps (Friends)

FARMING

Farming is much different today than it was when Myrlen Phelps first began farming. Farming was much more difficult back then. Farmers never had a lot of spare time--only on Sundays, after their chores were done. In the wintertime it was difficult to have spare time on any day of the week.

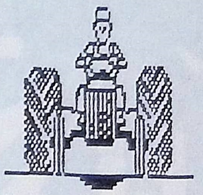
The hardest work was milking cows and cleaning up after them. Cows had to be milked by hand and it was a lot more work than it is today with modern milking machines.

Horses were used to pull the machinery. Both the plow and the mower were pulled by horses. The horses had to be fed often because pulling machinery and doing field work was a hard job for them.

Mr. Phelps had around twenty head of livestock. Most of the crops were saved and fed to the livestock. Then the livestock would be sold.

The Depression was hard on the farmers. But, Mr. Phelps said that at least they could raise their own food to eat.

Mr. Phelps has retired from farming. With all the high powered machinery, farming is much easier today, Mr. Phelps said. However, he doesn't think farmers have as much opportunity to make money. If he were able, he'd still enjoy farming.



INTERVIEWER: Toby Knight
INTERVIEWEE: Mrs. L. Engelbrecht (Friend)

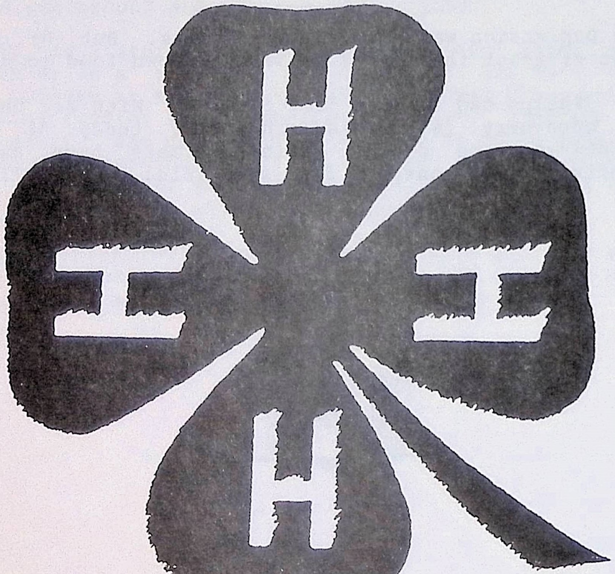
4-H

4-H was organized in the United States in the early 1900's and in Iowa in the 1920's. It is the largest organization for young people in the world.

In 4-H we learn to do by doing. The 4-H emblem is the cloverleaf. The 4-H's stand for "Head, Heart, Hands, and Health". You can join 4-H if you are age nine to nineteen. Members live on farms and in towns and cities.

Boys and girls join a local club. I belong to Butler 4-H Boys and they meet once a month. Some of the projects boys and girls have are safety, health, garden, livestock, crops, woodworking, electricity, and many more. My project is making model cars and planes. In 4-H you can go to the fair, camp, tours and workshops and many more places to learn things. I like to play baseball and basketball in 4-H.

4-H is a good place to learn new things and make new friends.



INTERVIEWER: Tommy Brockhouse
INTERVIEWEE: Ronald Bowman (Grandfather)

SALEBARNS

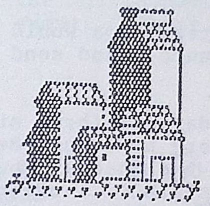
Ron Bowman, of Eldridge, has raised cattle for the past thirty-five years. In 1953 he started out by raising Angus cows. He fed cattle about the same things as he feeds them now (corn, hay, and grain.)

Mr. Bowman's father and grandfather also were in the cattle business. His father, E.T., built a salebarn in Eldridge in 1945. This was Eldridge's first salebarn which was torn down about three years ago.

Ron's father taught him how to raise and sell cattle. From 1958 - 1980 he took over the Eldridge salebarn. According to him the price of cattle has risen over the years, ranging from 25 cents a pound, in 1958 to 75 cents a pound in 1988.

In 1981, Ron Bowman bought the third largest salebarn in Iowa, United Livestock located in Maquoketa, Iowa. They have a sale every Wednesday and sell about 1,500 cattle. They have special sales also, sometimes on Friday.

The cattle business is staying in the Bowman family. Ron's two sons, Steve and Scott, work with him at United Livestock. Steve buys cattle in the country from farmers. Scott is an auctioneer and sells the cattle.



INTERVIEWER: Kelly Mangels
INTERVIEWEE: Dorothy Steffen (Sunday School teacher)

A "Froggy" Day - shared by Dorothy Steffen

On a warm sultry summer day papa was cultivating corn. He laboriously walked behind the two-row cultivator pulled by a team of steel gray work horses. Two rows at a time, he stirred the soil between the rows of corn, uprooting the weeds and piling the loosened soil around the roots of the knee high corn. The reins of harness were tied behind his back leaving his hands free to guide the shovels of the cultivator. The horses seemed not to need much guidance from the man as they plodded slowly up and down the rows of growing corn. Only occasionally did papa jerk the reins and scold the faithful team of grays if they tried to steal a bite of the green growing crop.

The hour of three P.M. was the time of day on Southern Slope Farm for lunch. When the men were busy in the field they could not afford the loss of time to come to the house for this break in work, and lunch had to be carried out to them. Mother made sandwiches and packed them in a workman's lunch pail. Many times a piece of freshly baked cake or cookie would accompany the sandwiches. Coffee, with milk poured in it, was put into a half gallon molasses tin pail.

It was the duty of the girls Catherine 10, Gertrude 9 and Dorothy 7 to carry lunch to papa. The task was enjoyable for papa always told such interesting stories, or explained the science of farming to them. Then, too, mother usually put in a sandwich for the lunch carriers. It made one feel so important, sitting cross-legged on the grass at the edge of the field eating with papa.

After lunch was eaten, papa would pat them on the head, thank them for the lunch, and send them back the dusty roadway to the house.

On this particular day all three sisters had taken lunch to papa. Since it was very hot, they decided not to walk the long way home following the roadway, but to climb the fence and cut through the pasture. A creek flowed through the pasture which had to be jumped or waded depending on the width of the creek at the spot crossing. All three girls managed to cross the creek without getting their shoes muddy or wet. But then they spied a small pond near the creek left by a recent summer rain. There was unusual movement in the grass and water around the pond, so the girls, filled with curiosity, went to investigate. To their surprise, the area was alive with frogs. They seemed to leap in every direction.

Catherine suggested, "Let's catch some and show Mother what we found. We can put them in the coffee bucket. You kids catch them and I'll keep them from jumping out."

Gertrude and Dorothy quickly took off their shoes and waded in the murky mud and water. In no time at all the coffee pail was full of lively green frogs. The girls hastened home with their prize catch.

Grandma Gaukler was visiting that day and was resting in a comfortable rocking chair on the back porch when three hot and dirty girls raced up the steps of the porch. "Guess what we got!" they shouted.

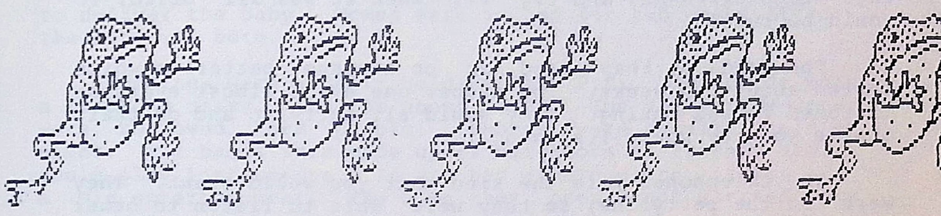
Without waiting for a reply, Catherine took the lid off the coffee to show Grandma the surprise. Immediately the lively frogs leaped from their prison. Some of them landed in the lap of the startled grandmother. She threw her big apron over her head, shouting, "Emma, Emma, come quick!"

Mother arrived upon the scene in time to see the frogs jumping off the porch and hiding behind any object that might shelter them. Many leaped under the porch which had a lattice frame that closed in the under area.

Mother didn't appreciate the frogs any more than Grandma. It wasn't nearly as much fun catching frogs the second time and carrying them back down to the pond.

The frogs that found shelter behind the lattice could not be retrieved. They serenaded the family for several evenings with their dismal croaking. Finally papa loosened the lattice, crawled under the porch and captured the songsters.

Needless to say, the girls used the roadway to carry lunch the rest of the summer. There was no more wading in creeks or ponds.



INTERVIEWER: Sherry Gerardy
INTERVIEWEE: Mr. and Mrs. Edward Holtz (Friends)

LIFE ON A FARM IN THE 1920'S

This interview is about Mr. and Mrs. Edward Holtz around the 1920's. They lived on a farm in the Eldridge area.

Houses during the 1920's were very different from the houses today. The furnaces in the houses were like wood stoves; they burned wood and corn cobs in the furnaces to keep warm.

They had no hot water heaters, so they heated water on the stove. They used that water for baths and washing machines. For taking baths they would have a big round or square wooden tub. The water stayed in the tub until everyone had a bath.

The refrigerators had a big ice compartment to store ice blocks. The ice would come from Stutt's Garage. Ice blocks only lasted about one day. They stored milk in the ice compartment. Everyday they had to go to town to buy more ice. They had no freezers either.

Outside by the garden they had a cave cellar about five to ten feet underground. In the cellars they would store apples and vegetables and sometimes canned goods.

Kerosene lanterns were used in every room. They also used them outside when it was dark. The kerosene lanterns had to be filled with kerosene every two days. They were very useful to them.

When the girls and women wanted to curl their hair they would use the kerosene lanterns. They would stick a metal rod down the chimney of the lantern and curl their hair around the rod when it got hot. Another way they curled their hair was to cut some rags and get them wet. Then they would take some hair and put it on the rag, then roll the rags to their head, and tie it. When it was all dried, it would be curled.

The radios they used ran on storage batteries which lasted about two weeks. The number one event almost everyone listened to was boxing. They would all hurry up and do their chores so they could listen to it.

The telephones were the kind that you would crank. They were on the partyline, so they were able to listen to other

people's conversations on the phone. It was a big entertainment.

Everything needed to be ironed. They had three or four flat irons which they would heat up on cook stoves. Then when the iron was hot, they would put the piece of clothing on a board that was sanded and iron it.

People took few pictures with a camera. That was because the pictures were too hard to develop. They had no flashes, so they could only take pictures outside.

They made many things at their houses. Soap was one of the things that was homemade. It was made out of lye and grease. The leftover soap was saved and put in tobacco sacks. Sacks were put in the wash tubs to wash the clothes.

Clothes were made out of feed sacks which were sewn into blouses, skirts, and underwear. You only got one pair of shoes which were oxfords. Shoes were worn only to school. They went barefoot in the summer and sometimes in the winter.

They butchered hogs and cattle for meat. Fifty gallon barrels were filled half-full of water and enough salt was added to make an egg float. Meat was put in the barrel and covered up. It could be saved for a long time in the salt water. Beef was cut up and put in fruit jars with one teaspoon of salt. It was then put in the pressure cooker to be canned and put down in the cellar. The backbones of animal were put in crock pots, covered with grease, and stored until it was time to cook them.

Toys were made out of iron. These toys could be saved for a very long time. They made their own dolls out of straw and material. They say they were neat.

Birthdays were celebrated with cake. There was no money for presents or parties. All they would get was about $1.00 and people saying, "Happy birthday!"

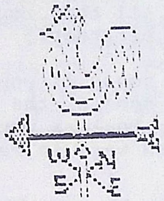
Doctors came to your house if you were sick. Whooping cough and diphtheria were some of the most serious diseases. Babies were born at home. Doctors would come to your house to deliver the baby. Women were in bed for two weeks after the baby was born.

Weddings were usually held at 2:00 P.M.. The bride wore a straight dress. It cost about $8.00. The veils they wore were borrowed form people. Dances were usually held at night. The bands were made up of neighbors or friends who could play instruments. If you had a barn dance, it was a big entertainment. The ages that people got married were usually nineteen to twenty-one years old and the usual family size was four to ten kids.

When people died they were fixed up at the funeral home. After they were all fixed up, the bodies were brought back to their family's house for people to visit. The bodies were in a coffin at the house and they were there for two days. After two days the bodies were buried.

During the Depression, when the milk truck came to pick up the farmers' milk, they often dumped it. This meant that they would not get any money for the milk and it made them very unhappy. If they did not dump the milk they only received $3.00 or $4.00 for ten gallons of milk. They received $.50 a bushel for corn. They used ration stamps which were used to buy coffee, sugar, and other important products. There was a limit on how much you were allowed to buy. People were losing money because banks were closing down. The poor people would beg and beg for food. Manufacturers could not sell the goods they made.

This is what I learned from interviewing Mr. and Mrs. Edward Holtz. Some of my feelings were sad, especially when I heard about the farmers' milk being dumped; and when people were starving and losing their jobs during the Depression. I thought it was neat when they told me how they used meat and how they used cameras. I can't even imagine living like they did. I'm glad I interviewed them. They're great!!!



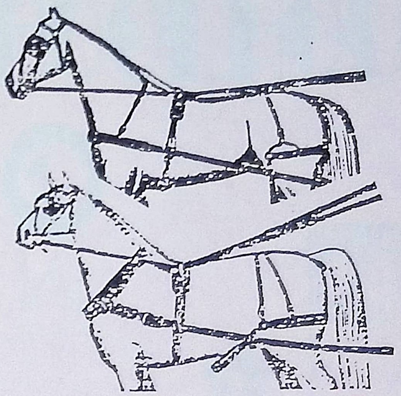
INTERVIEWER: Tony Rupe
INTERVIEWEE: Leo McElroy (Grandfather)

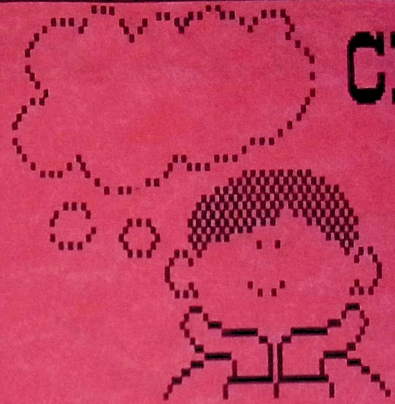
EARLY FARMING

Grandpa's family used both tractors and horses. The tractors were used for plowing and the horses were used for planting. They had two horses named Fred and Charles. They were used for planting and pulling wagons. The horses were twins, except one had a small white spot on its right front foot. They weighed 2,000 pounds each. The horses only worked on their own side of the hitch. Once a neighbor borrowed the horses and put them on the wrong side of the hitch. Fred and Charles kept turning toward the wagon.

The neighbor called grandpa to explain what was happening. Grandpa told him that he had the horses on the wrong side. After the horses switched places, Fred and Charles worked.

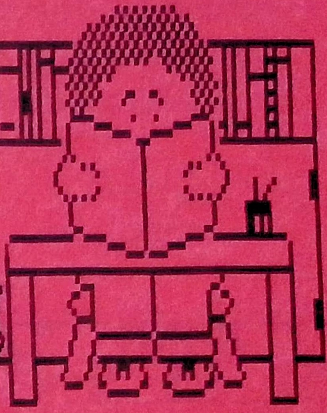
Grandpa did ride a horse too. He rode one to round up the neighbors cows.





CHAPTER IV

ONE-ROOM SCHOOLHOUSES



September's Call

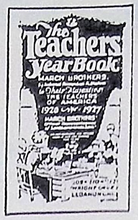
"Ho, right about face," September cries:
"Right about face and march!" cries she,
"You, Summer, have had your day and now,
In spite of your sorrowful, clouded brow,
The children belong to me.

"Come, fall into line, you girls and boys,
Tanned and sunburned, merry and gay;
Turn your back to the woods and hills,
The meadow ponds and mountain rills,
And march from them all away.

"Turn to your lessons and books, my dears,
Why, where would our men and women be
If the children forever with Summer played?
Come, right about face!" September said,
"And return to school with me."

—SELECTED.

INTERVIEWER: Kelly Mangels
INTERVIEWEE: Dorothy Koch J. Steffen (Sunday School teacher)



RURAL SCHOOL DAYS

My interview was with my Sunday School teacher, Mrs. Dorothy Steffen. She had shared the following story with me about rural school days.

My childhood memories of a one-room school are from Lincoln #3 or Lou School. It was in this building that my father, Walter Koch, received his education. His four children, Catherine, Gertrude, Dorothy, and Victor graduated from eighth grade from this school, as well as the 3rd generation Wayne, Delma, Janet, and John Jugenheimer. Dad was director of this school for twenty-five years and I was the teacher who closed the door on the last day of township schools when North Scott came into being.

Lincoln #3 was built in 1870 on top of a high mound of earth where Jersey Ridge Road curved around the hill to meet the Mt. Joy Road (John Deere Road). The hill rose quite sharply from the surrounding lands, creating a hill of an acre or more.

Large trees grew at the bottom of the hill following the curving roadway. Tall trees bordered each side of the steep driveway up the hill to the front of the school house. Grass and wild flowers flourished on the hillside. The setting was beautiful!

I started to school when I was five years old in the spring of 1916. Since I could read my primer and first grade reader and do the required number work, I was a second grader the following fall. I think it is interesting to note that I first learned to read curvise writing before the printed word. We also learned to write the curvise letters. Manuscript was not used when I was a student in the lower grades.

I remember 1917 very clearly as that was the year the United States entered World War I. On the front wall of the school was a large picture of President Woodrow Wilson draped with an American flag. We sang many war songs, the favorites being "Over There" and "Keep the Home Fires Burning." Every child learned to knit and made wool wristlets scarfs and cotton wash clothes for the soldiers over seas.

All the children saved their spending money to buy war saving stamps and pasted them in a booklet. When the booklet was filled ($25.00) it was turned in for a War Bond. November 11, 1918 brought the Armistice!

A school day began with a walk to school. My sisters and I were usually joined by other children who lived in the same road. Walking was great fun in the lovely days of fall and spring. However we frequently had to plod through mud and rain. In winter we battled wind and snow. Sometimes Dad would walk ahead of us to shield us from the wind. On really cold cold days he hitched a team of horses to a box wagon and we enjoyed a rough, but warm ride to school.

When the school bell rang at 9:00 A.M. the children lined up outside the building (in good weather) and marched to their seats. The morning opening exercises began with the Pledge of Allegiance and singing.

The classes began with the lower grades. A long bench stood in front of the teacher's desk. This was "the recitation bench" on which the children sat for their lesson period, while those not being instructed were studying and preparing lessons at their seats.

Reading was the first subject of the day. The teacher tried to get all reading classes taught before first recess at 10:30 A.M. This was possible because usually not all grades would be represented in the school. We took great pride in reading orally with "good expression". Our stories and poems taught lessons of culture, honesty and traditions. We memorized many poems.

After recess it was arithmetic time. I enjoyed helping lower grades when I had my lesson finished.

In the afternoon the subjects of grammar, geography, history, civics, physiology and spelling were worked into the curriculum by alternating subjects or combining grades.

A rather painful experience I remember when entering the fourth grade was to write with ink. We had no fountain pens or ball-point pens. Instead we wrote with a steel point that held very little ink so we had to dip our pens frequently in the tiny ink well in the upper right hand corner of our desk. It was difficult to keep the pen from scratching and splattering ink all over the page. We always had an ink blotter close at hand.

All children were serious students because all wanted to pass the 8th grade county examinations that would permit us to go to high school. If we didn't pass by an average of 70%

we would have to go to rural school until 16 years of age.

To keep us studying and to have good discipline a monthly report was sent home to our parents that had to be signed and returned. The grading system was "E" for excellent, "G" for good, "F" for fair and "P" for poor.

At recess time a wide variety of games were played. Although the rural schools never had a special program for physical education, the teacher and students never lacked for exercise. The teacher joined the students in their games and was referee for both teams.

Baseball was a favorite game. The older boys and girls helped the younger children to bat. Many a pitcher fumbled a ball to allow the younger player to reach first base. After first base the runner was on his own to score.

In the spring of the year our school challenged a neighboring township school to a game of ball. Girls played on the teams as well as boys and were adept at the game.

Baseball was only one of the many games played. There was "Flying Dutchman", "Stealing Sticks", "Dodge Ball", "Blackman Blue", "Ante Ante Over", "Jacks", etc. etc.

During inclement weather we played indoors. One favorite game I remember was "Clap In, Clap Out." Some other favorites were "Blindman's Bluff", "London Bridge", "Jacob and Rachel" and "Hide the Thimble".

Our hilltop school was perfect for winter fun. The first snow-fall brought an array of sleds and coasting became an exciting adventure. At the bottom of the hill across the road was a pond and a creek that invited skaters. Snow-forts and snow-balling were part of the winter fun.

A very important fixture in our school room was the big coal furnace that occupied one corner of the room. On cold winter mornings students as well as teacher pulled seats up around the furnace to stay warm. Gradually the warm air filled the room and by noon our desks were back in the correct line of position. The furnace provided us with a "hot lunch"program. One favorite food was a baked potato. Children who brought a potato marked theirs with initials and placed it on top of the furnace fire box. Someone turned them at recess time and by noon they were baked in a wonderful delicacy. Vegetable soup was also a favorite lunch, each family bringing a different ingredient.

The highlight of winter activity was the annual Christmas program. The school room was decorated with paper chains and Christmas symbols that the students had made. There were no commercial decorations. An enthusiastic

audience of parents, grandparents, and neighbors came to see and hear the songs, dances, drills, and playlets that the teacher and children had prepared. A visit from Santa was expected. He usually brought each child a small box of candy and an orange or apple.

We had few visitors come to our school. I do remember the visits from the county superintendent. He seemed somewhat like a policemen watching us. Of course I learned it was his duty to visit each rural school in the county twice a year. One visitor I enjoyed was Grace VanEvera, the county nurse, who introduced us to health rules.

In Lincoln Township we had a traveling library. Books were distributed throughout the eight Lincoln schools and were exchanged from one school to another every three months. Our township secretary, Hugo Schnekloth Sr., was a very welcomed visitor when he arrived with a new book supply!

One special custom I enjoyed was the fifteen to twenty minutes following the noon hour our teacher read to the entire schoolbody. I remember such treasured books as "Rebecca of Sunny Brook Farm", "Oliver Twist", "Black Beauty", "Uncle Tom's Cabin" and "Camp Fire Girls".

The rural teachers as I remember were energetic young women. They were graduates of the Davenport High School Normal Training Program and had passed a state examination that gave them a teaching certificate if they were at least eighteen by the time school started in the fall. These plucky young women received an unbelievable small salary. Besides teaching the teacher was janitor, fireman, nurse, school counselor, judge for disagreements between students, and psychiatrist. She was expected to scrub the floors if they became excessively dirty. In winter she shoveled snow off the porch and steps and the long walk to the outdoor toilets.

The students liked to help with the school's chores. It was a privilege to pound chalk dust out of the erasers or to wash the blackboards. The older boys carried in coal and corn cobs from the coal shed. I remember how much fun it was to slide down the aisles when sweeping compound was sprinkled on the floor. The more we skated on the compound, the more oil was forced out of the compound. The floors became shiny and smooth.

One of the times we looked forward to most in the week was Friday afternoon after the last recess. It was then we had our art period. Some girls sewed aprons by hand - others did embroidery work, others made drawings, or booklets of units that were being studied. The boys were suppose to do "manual training". Their favorite endeavor was making a bird house. All these finished articles were exhibited at the

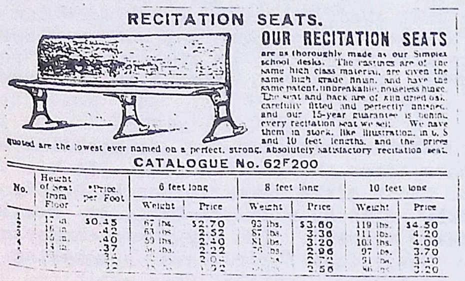
Lincoln Township picnic held at the end of the school year. All eight school districts gathered together for a picnic dinner and program. Each school displayed their art work and were judged. It was a great honor to receive a banner for "The Best School Exhibit".

In the fall of the year, usually for Halloween our school held a box social to raise money for art supplies. The ladies decorated a box or basket and filled it with a delicious lunch. An auctioneer sold the boxes to the highest bidder among the men and the winner would eat lunch with the lady whose box he bought.

Spelling was emphasized in Scott County country schools. The county spelling contest was an exciting event of the Farmer's Institute held at the Eldridge Turner Hall in Eldridge. Each country school in the county sent the two best spellers to compete in a township spell-down. The two winners represented their township in the county contest at the Institute at Eldridge. The Turner Hall was always packed for this event as parents and friends hoped for their student to do well in the contest.

I believe some of the best lessons we learned in the country school were not taught from books. It was the caring and sharing that we learned. The older students always felt a responsibility toward the younger child. In the winter many an older student bundled up a five or six year old for the walk home. Many an overshoe was pulled on by a friendly yank and a scarf tied on over nose and mouth. Many hands of the little ones were washed by the 8th graders. Many seventh and eighth grade boys taught the younger players to bat and to catch. Yes there was a pride and joy in helping those who needed help. A keen sense of loyalty and caring prevailed in the school as well as in the community.

The eight years spent in Lincoln #3 as a student were carefree, happy years.



RECITATION SEATS.

OUR RECITATION SEATS are as thoroughly made as our Simplex school desks. The castings are of the same high class material, are given the same high grade finish, and have the same patent, unbreakable, noiseless hinge. The seat and back are of kiln dried oak, carefully fitted and perfectly finished, and our 15-year guarantee is behind every recitation seat we sell. We have them in stock, like illustration, in 6, 8 and 10 feet lengths, and the prices quoted are the lowest ever named on a perfect, strong, absolutely satisfactory recitation seat.

CATALOGUE No. 62F200

No.	Height of Seat from Floor	*Price per Foot	6 feet long		8 feet long		10 feet long	
			Weight	Price	Weight	Price	Weight	Price
1	17 in.	$0.45	67 lbs.	$2.70	93 lbs.	$3.60	119 lbs.	$4.50
2	16 in.	.42	63 lbs.	2.52	87 lbs.	3.36	111 lbs.	4.20
3	15 in.	.40	59 lbs.	2.40	81 lbs.	3.20	103 lbs.	4.00
4	14 in.	.37	56 lbs.	2.22	76 lbs.	2.96	97 lbs.	3.70
[illegible]	[illegible]	.34	[illegible]	2.04	[illegible]	2.72	91 lbs.	3.40
[illegible]	[illegible]	.32	[illegible]	1.92	[illegible]	2.56	86 lbs.	3.20

INTERVIEWER: Missy Woods
INTERVIEWEE: Clara Bartling (Great grandma)

ONE GIRL'S SCHOOL CAREER BEGAN IN ABOUT 1902

Hi! My name is Missy Woods. I interviewed Clara Bartling on her school life in the early 1900's.

Clara was six years old when she started school. She went to school in Grand Mound, Iowa. Clara went to a wooden school that wasn't very big. Clara went to school for ten years because that was as high as the grades went. Back then there weren't any libraries in her school. There were only three teachers in the school and only three classrooms. There were only eight kids in a class. There was one play ground that they played ball on. The subjects that they had were reading, writing and arithmetic, and if they wanted to do a math problem they had to do the problem on paper because there weren't any calculators back then. The school supplies they used were just a pencil and paper. Clara's best friends in school were Betsy Better and Elsie Ryman. Also when Clara was my age she liked to go rollerskating.

INTERVIEWER: Jamie Clark
INTERVIEWEE: Rita Banowetz (Grandmother)

ST. JOSEPH'S CATHOLIC SCHOOL
ONE-ROOM SCHOOLHOUSE

In this Catholic school there were grades one through eighth and only three rooms. First through third grades were in one room, fourth through sixth grades in another and finally seventh through eighth grades were upstairs.

School started at nine o'clock but at eight o'clock they went to the chapel or the church. Classes ended at four o'clock. The kids that went to the school had three recesses,(morning, noon and afternoon). The kids had to bring their own lunches but the teachers (nuns) had people that cooked for them.

INTERVIEWER: Kelly Mangels
INTERVIEWEE: Gertrude Fahrenkrog (Sunday School Teacher)

ONE-ROOM SCHOOLHOUSE
GOOD OLD SCHOOL DAYS
1922-29

At age thirteen, Gertrude Fahrenkrog passed the Scott County eighth grade examinations and graduated from a one-room country school. She was permitted to skip the seventh grade so she could accompany her older sister to Sudlow Intermediate in Davenport, Iowa. They considered themselves very fortunate because all rural pupils did not go on to high school.

There were no public buses to pick them up every morning and bring them home at night. They had to provide their own transportation. Country roads, for the most part, were of good old Iowa dirt. For a while, they rode their bicycles, a distance of about six miles, but that became impossible when it rained or got too cold.

Two neighbor girls drove a pick-up truck and they were given permission to ride with them in the rear box, a little hard perhaps on skirts and blouses! At that time, girls did not wear jeans or slacks.

Later, their dad bought them a pick-up and on occasion, they were expected to deliver a coop of chickens to Davenport butcher before arriving at Davenport Central High. As the roads were often impossible, the greater part of the time they boarded with relatives or friends in Davenport.

They paid their own tuition and bought their books. Four years passed and Gertrude and her sister graduated from the Normal Training Course of Central High equipped with a certificate to teach a rural school.

They spent the summer of 1927 taking college courses from Cedar Falls in an Extension School in Burlington, Iowa.

On their way home she remembers they had to pull aside before they entered the Government Bridge at Rock Island, Illinois, to let a special motorcade pass that was taking Charles A. Linbergh through the Quad-Cities. He was being honored for successfully making the first nonstop flight across the Atlantic Ocean.

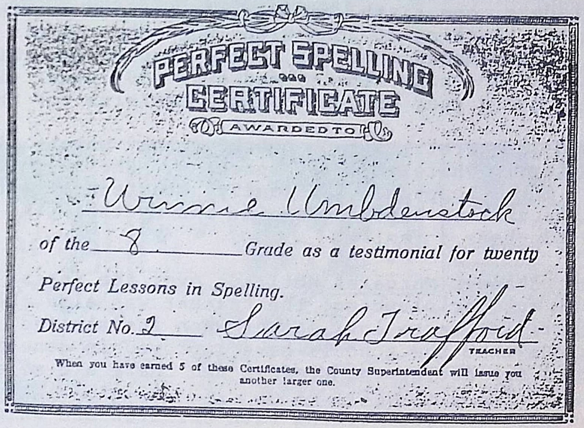
In April of 1927, Gertrude became eighteen years old and ready to begin teaching. She was called soon after to do

three weeks of substituting at the Mohr School in Sheridan Township for her first experience.

When the fall term began in 1927, she was ready to assume her responsibilities at the Barr School in Lincoln Township for the great salary of one hundred dollars per month. Besides teaching eight grades, making her own tests, preparing busy work, and lesson materials, teacher's were expected to do their own janitor work, fire the furnace, carry out the ashes, carry in water from the pump, and keep the outdoor toilets in good order. Again they considered themselves fortunate as some townships were paying from $45 to $75 per month to their teachers.

With one girl in high school and two teaching, transportation was again a problem. They had a spunky horse named "Nelly" that Gertrude decided to ride to school. All went well for quite a while, until one morning when "Nelly," a short distance from home, whirled around and took her back at a full gallop. Her father stopped her at the open barn door and narrowly prevented Gertrude from being beheaded. She then considered her oxfords (shoes) much better transportation.

Gertrude spent three happy years at Barr School and then decided to get married.



PERFECT SPELLING
CERTIFICATE
AWARDED TO

Winnie Umbdenstock

of the 8 Grade as a testimonial for twenty

Perfect Lessons in Spelling.

District No. 2 Sarah Trafford
TEACHER

When you have earned 5 of these Certificates, the County Superintendent will issue you another larger one.

INTERVIEWER: Jessica Loesel
INTERVIEWEE: Margaret Wuestenberg (Friend)

ONE-ROOM SCHOOLHOUSE
TEACHER

Hi, my name is Jessica Loesel. I interviewed Margaret Wuestenberg on one-room schoolhouses and teaching. She gave me lots of information so I hope you would like to read my report.

Margaret went to a one-room schoolhouse, but she didn't start there. She started with just a lady teaching her in her house. Margaret attended two one-room schoolhouses. She thought it was confusing and organized but it depended on the teacher. The first one had about fifteen to twenty kids that attended it. The second had about eighteen kids. The schools were about two miles from where she lived. The way she got there was either walking, riding her bike or when it got really cold, in the winter, her dad gave her a ride in the car. When Margaret was young she enjoyed being able talk to the older kids during school.

Margaret was eighteen when she started teaching. She took ten weeks of college. She taught at the Virginia school in Clinton. It was a one-room schoolhouse. The year was 1939. Margaret taught seven students, two first graders, two third graders, one sixth, one seventh and one eighth grader. She started teaching at John Glenn when the schools opened in 1956. She remembers that one of the classes had thirty-three to thirty-four kids in it and over 50% were girls. On Halloween every year she made Jack-O-Lanterns for the kids.

When Margaret started teaching, she wasn't allowed to have a family while she was teaching. She taught for five years. Then stopped, got a family started and after twelve years she started teaching again and by that time you were allowed to have a family.

The changes Margaret noticed over the years were that there was outdoor plumbing, the teacher was also the janitor, and discipline was a lot easier when she started teaching. She thinks that the schools have improved in general and the activities are better than before and there are more.

Margaret enjoyed working with children and watching them develop skills. She misses them very much.

INTERVIEWER: Sherry Gerardy
INTERVIEWEE: Mr. and Mrs. Edward Holtz (Friends)

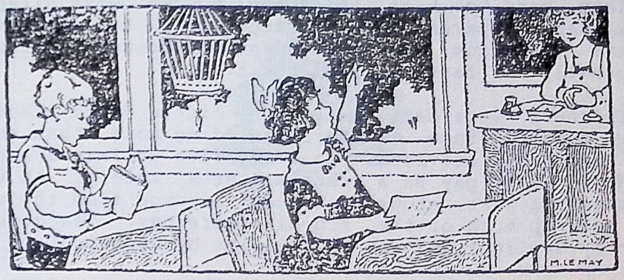
ONE-ROOM SCHOOLHOUSE

The one-room schoolhouse that Mr. and Mrs. Edward Holtz went to was located where the Holiday Inn in Davenport is now. The schoolhouse has been moved to the Mississippi Valley Fairgrounds.

Thirty kids went to the school. There were usually one or two kids per class.

For recess kids would sit on old wooden fences and count the number of cars that went by. Sometimes none went by. The most that went by was six. If they had to go to the bathroom, they would have to go outside and go. They did not like having to do this especially in winter. They took a major test at another school in order to graduate out of the eighth grade. Girls usually went on to high school after the eighth grade and boys usually stayed home to help run the farm.

I liked interviewing Mr. and Mrs. Edward Holtz. My feelings about what they said were sometimes sad and sometimes shocking. I had a great time interviewing them and learning about one-room schoolhouses.



INTERVIEWER: Hallie Cook
INTERVIEWEE: Carol Davis (Friend)

ONE-ROOM SCHOOLHOUSE

Most all schoolboys carried pocketknives which were called "penknives." Penknives were originally used for making quill pens. So pen knives were a necessary part of early American school equipment.

Ladies brought boxes of food (box lunches) that were auctioned off to people, and the proceeds went to pay the salary of the school's bus driver. Children usually rode a pony or horse out to the highway, tethered the animal and then picked up the bus the rest of the way to school.

Blackboards were actually black boards, or slabs of wood blackened with a mixture of egg white and the carbon of charred potato.

In the 1800's the room was separated by a partition, with the girls on one side and the boys on the other. There were even separate entrances, one for girls and the other for boys, both in one recessed doorway.

The earliest school buildings were often make shift outbuildings, unused barns, chicken coops and wagon sheds.

It is true that America's earliest schools were established for religious reasons, mainly so that children could read the Bible and quote from it.

They used to heat the school houses with fireplaces. The students' parents were responsible for heating the old-time classroom, and the student who brought in the least wood usually sat farthest from the fire.

Teachers were dedicated, with little or no thought of proper salary. Some teachers asked no more than room and board for their services. In 1773, five dollars a month was considered fair pay as a schoolmaster's salary. At the end of the school year, students brought produce from their farms that made up much of the schoolmasters' pay. Teachers often taught by daylight and earned a living by moonlight.

The hickory stick was a most important piece of schoolroom equipment. Students were commonly struck across the hand with a ruler.

INTERVIEWER: Janelle Wulf
INTERVIEWEE: Myra Wulf (Grandma)

SCHOOLING AND HOUSING

My name is Janelle Wulf and I just interviewed Myra Wulf about schooling and a little about housing during the 1930's and 1940's.

When Myra went to school she went out in the country and the school had eight grades. The school had a coal burning stove right in the middle of the room. Back in those days there were no buses so you had to walk. When Myra was in high school it was during World War II. Myra's mom took her to school sometimes, and if you had one flat tire you could change it , but if you had two flat tires you had to walk two miles to school.

Back then you had stamps that bought your food. Every person was allowed so many stamps per month. Some of the necessities were rationed. They were coffee, sugar, shoes, gas, and tires. You got two shoe stamps per year and if you needed another pair of shoes badly you could apply for a permit. Some rationed shoes had soles that were made out of paper.

INTERVIEWER: Natalie Newman
INTERVIEWEE: Jo Miller, (Neighbor)

SCHOOL IN THE 1930's
ONE-ROOM SCHOOLHOUSE

Jo Miller was born at home on the family farm, near Cedar Rapids, in 1930. When she was three, her parents moved the two story house, by means of horses, across the field a half-mile. They lived out of it the entire time the horses were moving it. She remembers that her mother had to move only one vase off the fireplace and all the dishes were left in the cupboards.

Jo didn't attend kindergarten and was the only person in her grade for eight years in Silver Creek Country School. Every morning, two children would walk to the nearest farm, about three block, and pumped water to be used that day for school. Jo had only two teachers the eight years she attended Silver Creek School.

Spelling bees were popular in the 1930's. You were given a sheet the size of a newspaper with words to study. There was much competition in and between the schools. If you were very good, you went to the court house. She missed going to state one year by missing the word "propriety".

Recess was always fun. Since they never had enough kids for all the bases, they played cross-out baseball. They threw the ball on the ground between the person and the next base for an out.

They took frequent trips to the timber as a class and knew all the wild flowers and birds. If they has spare time, they would trace pictures of birds and color them. Of course they could always listen to the other class reciting.

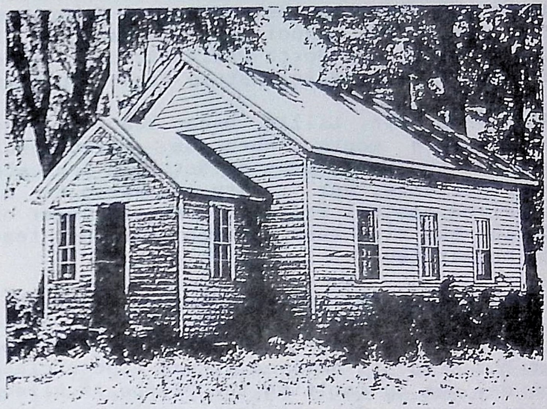
Upon graduating from eighth grade, everyone was required to take a state test in order to pass on to high school. Because Jo's brother had contracted scarlet fever and the family was under quarantine, Jo was unable to take the test with the other children in the country. But when she graduated from high school, she contracted fourteen day measles and could not leave the house. The county superintendent came to her house before the graduation ceremony and gave Jo her diploma.

For winter fun, they took the slats from a wooden barrel and tied them to their shoes for skiing. Jo also recalls cutting ice from the creek at her uncle's house and packing it in sawdust to be kept in the ice house for summer use.

The family attended a country church which was started by Jo's great grandparents. It is still standing. They had "Lord's Acre Day" when the farmers brought a load of corn to be auctioned and the money was given to the church.

At harvest time, the person who owned a thresher would travel from farm to farm doing the work. All the women and children would move from farm to farm cooking the meals for the working men. At this time, it was common to see many tramps come around for they knew they could have a good meal.

Jo's father raised purebred Angus cattle and she showed them at the fairs. One year she had a grand champion steer that she sold for $515.00. That was enough to put her through three years of nurse's training.



Silver Creek School--Adam's Township #3
Photo taken in 1952 for Centennnial
Celebration.

INTERVIEWER: Tom Stauffer
INTERVIEWEE: Camilla Lillis (Friend)

ONE-ROOM SCHOOLHOUSE

There were 20,000 one room country schools in Iowa in 1920. They started building one-room schools over one hundred years ago. They had a great influence on education in the early years of Iowa history.

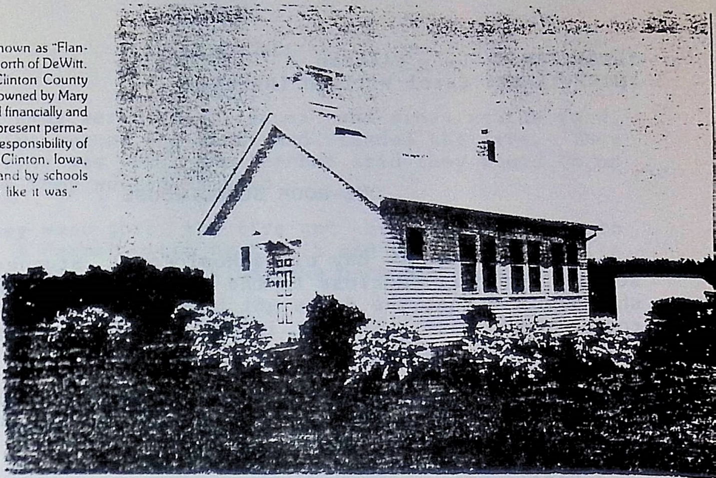
The typical little country school had a two sided roof and a frame construction. They were painted white with three windows on each side. The schools were relatively close together so the children would not have to walk more than two miles to school. The land was divided into six mile blocks with each block having an average of five schools.

Mrs. Camilla Lillis taught in a one-room schoolhouse for nine years. She taught in the last one-room schoolhouse in Clinton County. The name of the school was Flannery #12, later known as North Dewitt School. The North Dewitt School is now part of the historic setting at Eagle Point Nature Center in Clinton County.

In 1932, when Mrs. Lillis began teaching, her salary was sixty five dollars a month. When she received her first grade certificate from the University of Northern Iowa and had one year of teaching experience, her salary increased to eighty dollars. She never received another raise for the remainder of her teaching career. During the time that she was teaching, teachers were not permitted to be married.

The teachers had to arrive one hour before the students. In the winter, the teacher had to go to the coal house and get the coal and corn cobs to start the fire in the school's pot belly stove. When the students arrived around nine o'clock they started their school day out by reciting the Pledge of Allegiance and then sang patriotic songs. The children would have lunch from 12:00 p.m. to 1:00 p.m. Their day was over at 4:00 p.m. After the students left, the teacher had to clean the school room and then prepare the lesson plans for the next day for eight different grade levels. An average class room had ten to sixteen students. The largest class she had was twenty-two students. The teacher always had to be ready for the unexpected visit from the school superintendent.

After the students finished the eight grade, they would go to the county courthouse to take their final exams.



This One Room School – known as "Flannery School" was built in 1935 north of DeWitt. It was the last rural school in Clinton County in repairable condition, and was owned by Mary Ann Tracy. Many persons helped financially and otherwise to get it moved to its present permanent site in 1975. It is now the responsibility of the Eagle Point Nature Society, Clinton, Iowa, and presently used for display and by schools in the area for classes to "tell it like it was."

INTERVIEWER: Tommy Brockhouse
INTERVIEWEE: Dr. Arnold Lindaman (Neighbor)

ONE-ROOM SCHOOLHOUSE

According to Mr. Lindaman, going to a one-room country school had it's advantages and disadvantages. He should know. He attended a one-room school at German Valley Township #5 in Grundy County, Iowa for 9 years. The disadvantages were that you had to walk a mile or two every day just to get to school. Then there were the advantages. You got to see the next grades work so you knew what you would be doing next year. In the morning kids would always warm their hands on the stove. There was only one teacher and about fifteen kids in the school at one time. Some subjects they had in a one-room schoolhouse were reading, writing, arithmetic, music, civics, health and science. Science was Mr. Lindaman's favorite subject.

I think it might be fun to go to a one-room schoolhouse for a day, but I like our schools better.

INTERVIEWER: Lucy Pittman
INTERVIEWEE: Carol Pittman (Mother)

ONE-ROOM SCHOOLHOUSE

On the first day of school Carol Brunner walked to school. She lived close to the school. When she got there she noticed that the desks got bigger from the front of the room to the back. She got in one in the front and she slid all her stuff inside.

She also noticed that the kids were not all the same age. They had first grade to eighth grade and they were six years old to fourteen years old.

Carol was surprised that the older kids helped the younger ones. The teacher had to work with all the kids at once so she had assigned all the kids jobs. The older ones did homework, brought water in, and they cleaned the fountain.

The school had a small sink but it had no running water. The sink was only used for the drain. The water they used they had to bring in.

When it was lunch time, they ate inside except when it was nice they ate outside with the teacher.

When Carol was in the fifth grade, they got a small refrigerator for milk. At 10:00 they had a break and they drank milk. The milk came in a glass bottle. They would punch a hole in the top and put a straw in it.

When the kids were out for recess there was no teacher or adult watching them. When it was too cold or raining they stayed inside. The younger kids played "Duck Duck Goose", "Button Button Who Has the Button", "Jacks", and "Simon Says". The older kids played games from home and danced to records. That is how most of the kids learned to dance. Elvis's music was what they danced to.

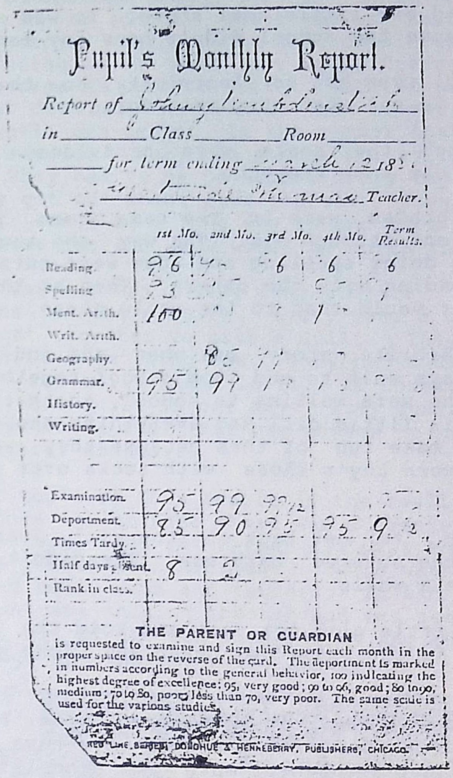
Now that I learned about a one-room schoolhouse, I feel that it would have been difficult to live back then. I also think it would have been a fun experience to learn with all of the kids in different grades.

This is a story she told me about one of their Arbor Days.

A CLOSE CALL

All the kids were raking leaves and cleaning the yard. The bigger kids burned the stuff and tended the fire. They thought the fire was out. The teacher said they would go on a hike because they worked so hard.

When they were gone, the fire got bigger and closer to the school. A farmer close by saw it and put it out just in time. At the same time the kids came back and were glad the school didn't burn down.



Pupil's Monthly Report.

Report of [illegible]
in ______ Class ______ Room ______
______ for term ending March 12 18[illegible]
[illegible] Teacher.

	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	Term Results.
Reading.	96	[illegible]	[illegible]	[illegible]	[illegible]
Spelling	93	[illegible]	[illegible]	[illegible]	[illegible]
Ment. Arith.	100	[illegible]	[illegible]	[illegible]	
Writ. Arith.					
Geography		85	[illegible]		
Grammar.	95	99	[illegible]	[illegible]	[illegible]
History.					
Writing.					
Examination.	95	99	99½		[illegible]
Deportment.	85	90	95	95	9[illegible]
Times Tardy.					
Half days absent.	8	2			
Rank in class.					

THE PARENT OR GUARDIAN is requested to examine and sign this Report each month in the proper space on the reverse of the card. The deportment is marked in numbers according to the general behavior, 100 indicating the highest degree of excellence; 95, very good; 90 to 95, good; 80 to 90, medium; 70 to 80, poor; less than 70, very poor. The same scale is used for the various studies.

RED LINE SERIES. DONOHUE & HENNEBERRY, PUBLISHERS, CHICAGO.

INTERVIEWER: Shanda Dennis
INTERVIEWEE: Joann Peterman (Grandmother)

ONE-ROOM SCHOOLHOUSE

About forty-nine years ago a little girl named Joann Bradwell my grandma, started school.

She walked two miles a day with her one brother and four sisters.

When she got to school she had noticed there was no water or bathroom inside the school house.

The temperature was cold in the winter because the school just had one little coal stove. It was always hot in the summer because the school didn't have any fans.

The school room had no electricity, so they had to use kerosene lamps to see what they were doing.

Even though the seats were hard, Joann still liked school because she knew everyone.

All six grades were in the same room. The teacher taught grades one through six. The way she taught them was when some were doing spelling and some were outside for gym, she would do reading with the others. Then at the end of the day, the teacher would read to the whole class.

Joann's favorite story was when she and her brother John, would always walk to and from school together. One day as Joann and John were walking to school, another little girl came along. This little girl had everything she ever wanted. She started to make fun of them because they were poor and because Joann wore boy's shoes with socks over them in the winter.

So one day, to get back at the girl, Joann and John locked her in the outside bathroom. She didn't show up at school for quite a while.

When the little girl got out and told the teacher who had locked her in the bathroom, Joann and John got in a lot of trouble.

Joann thinks the schools today are better because kids have more things to work with and that they have electricity to see with and not kerosene lamps. The schools have indoor bathrooms and water faucets.

INTERVIEWER: Aimee Hagen, Samantha Kane
INTERVIEWEE: Betty Kay (friend)

ONE-ROOM SCHOOLHOUSE

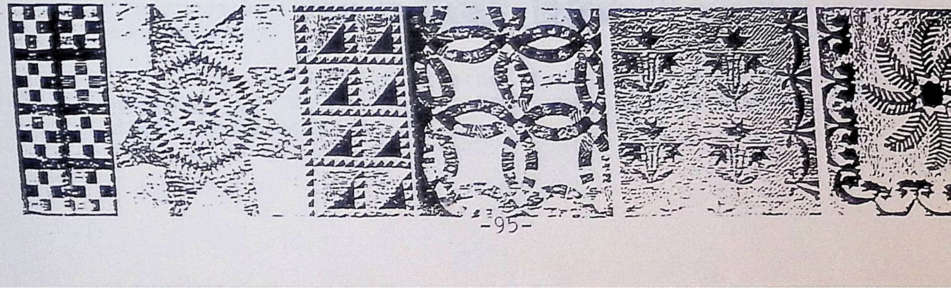
This interview is about one-room schoolhouses, butter making, quilting and the tornado of 1918.

First we'll tell you a little about butter making. It took about twenty minutes to make butter. If you made your own butter this was what you needed and how you made it. You got some milk and skimmed the top off it. Then when it was sour you got a churn and made the butter.

Now we'll tell you a little about one-room schoolhouses. There were first through eighth grades. There were about sixty students in one school. There was one teacher for all classes. They stayed very warm in the schoolhouse. But if people didn't bring in the wood they would freeze. They had desks just the same as today's desks. But two people would sit at the same desk. In the winter when it was cold they would eat on their own desks. In the summer they would eat on the ground outside. They had a book for every year and every class. They had to be to school every day by eight o'clock. They got out about four o'clock. They got up about six-thirty. It would be a long way to and from school, about five miles. Sometime the snow would be up to their waist.

Quilting usually was a very long project. It would take weeks or months to make a quilt. Every year a group of ladies would get together to make a quilt. They would get together and have a quilting bee. They had a big frame and they would sew the quilt right in it. Of course they couldn't make that quilt in one day. They could probably get it done in a month or two. For one person to make a quilt it would take several months..

Our last topic of this report is the really bad tornado in 1918. Before the tornado there was a cemetery on Franklyn in Eldridge, Iowa, that got thrown all over town. On May 9, 1918, all was peaceful in Eldridge. There was a really bad storm that had hail, rain and thunder. It had just passed over. The sun came shining through and the people were happy. Then, all of the sun disappeared and the tornado struck Eldridge and that is a sad memory.



INTERVIEWER: Lucas Keppy
INTERVIEWEE: Jeannette Druger (Grandma)

ONE-ROOM SCHOOLHOUSE

Hi, I'm Lucas Keppy, and I interviewed Jeannette Druger about the one-room schoolhouse and what she did for fun when she was little.

The kids at her school had to recite in front of the class. There were eight grades in the schoolhouse that she went to. There were sixteen total kids in all eight grades. Her dad was on the schoolboard. The teacher's name was Limmon Joyken. The helper was Harriet. She hardly had any homework. Their library was only a cabinet in the wall.

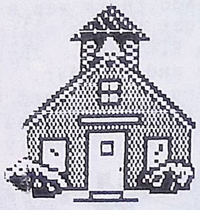
She liked school and her best class was arithmetic. She disliked reading. She went to school nine months a year and from 9:00 a.m. to 4:00 p.m. daily.

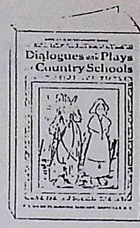
She drank well water from a pump. She liked the well water. She got her water from the school house pump.

She liked to play outside at school. Her favorite games were fox and geese, baseball, and mouse and rat on paper.

She lived across the road from the school. She lived near Volin, South Dakota. She lived on a farm.

She liked Sunday school and church programs. She liked western movies the best. She didn't hate any movies.





INTERVIEWER: Amy Pillard
INTERVIEWEE: Eldon & Virginia Lesline
(Grandparents)

ONE-ROOM SCHOOLHOUSE

Schools from long ago were quite different from what we have today. My grandfather and grandmother recalled what life was like in a one-room schoolhouse.

The teacher had to arrive at school around 7:30 a.m. to start a fire in the wood stove. She would have the room warm and everything ready to start class promptly at 9:00 a.m. everyday.

There were between eighteen and thirty students at the school. They studied subjects such as reading, writing arithmetic, history, hygiene, art and English.

The students were required to have six hours of study each day; therefore if they took two fifteen minute recesses, they would have to stay at school until 3:30.

Most of the students had to walk from their house to school. It was around two miles if you lived on a farm. Sometimes you got a ride if a farmer was carrying hay to or from the fields.

At the start of each day when the teacher was teaching the younger children, the older children would be tending their chores. The eighth graders would be responsible for getting water from the nearest farm house pump. They would fill a bucket and haul it back to the schoolhouse and fill a cooler with the water. The seventh and eighth graders were also responsible for getting the wood from the wood pile and stacking it in the shed next to the schoolhouse. It was also their responsibility to shovel a path to the bathrooms in the winter. When finished with their chores, the older children would start classes and the younger children would tend to their chores and have recess.

At 12:00 p.m. everyday the students had lunch. During the cold and wet seasons the students would eat lunch at their desks. When it was nice outside, they were allowed to eat outdoors.

This is what I learned from interviewing grandpa and grandma on a one-room schoolhouse. I really enjoyed the interview a lot.

INTERVIEWER: Hobie Stutt
INTERVIEWEE: Eleanor Madden (Grandmother)

ONE-ROOM SCHOOLHOUSE

My grandmother, Eleanor Madden, started teaching in 1925 and taught until she was married in 1929. Back then, a married woman was not allowed to teach. My grandma said "Those were the days."

My grandma could teach with a high school education that was called normal training. She taught in Bulter Township, south of the Wapsi River, where she walked three miles to and from school.

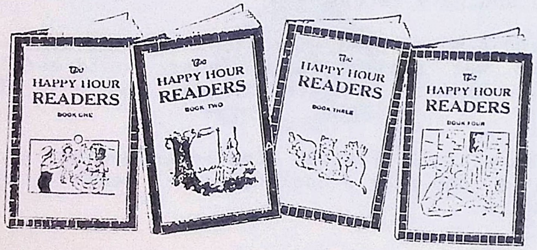
In a one-room schoolhouse she taught all subjects to grades one through eighth. There were forty-five children in the school. Her duties were teaching art, music, P.E., and being the janitor. Many of the children she taught couldn't read or speak English because German was spoken in their homes.

Grandma's school was heated by a potbelly stove in the middle of the room. The desks were wooden and had a shelf underneath for books and papers. Instead of having drinking fountains, they drank water out of pails. Schools were quite different back then.

My grandma was paid $90.00 a month. In order to get her pay, she had to take the attendance charts and grade lists to the township trust.

The school held a box social if they wanted extra money for something. The girls brought boxes of good things to eat. They were sold to the highest bidder.

Grandma became a teacher because thats what she wanted to do. She enjoyed her years as a teacher. She said, "Schools have changed too much through the years."


The HAPPY HOUR READERS BOOK ONE
The HAPPY HOUR READERS BOOK TWO
The HAPPY HOUR READERS BOOK THREE
The HAPPY HOUR READERS BOOK FOUR

INTERVIEWER: Tony Rupe
INTERVIEWEE: Leo McElroy (Grandfather)

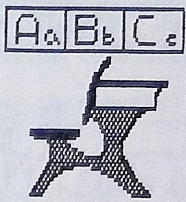
ONE-ROOM SCHOOLS

My grandfather, Leo McElroy, age 52 was born and raised on a farm near Ottumwa, Iowa. I interviewed him about the one-room schools.

Grandpa went to school in a one-room school. There were nine grades with one teacher. The grades were kindergarten through eight. There were forty to fifty kids at the school. After eight grade grandpa went to town for high school.

The school was heated by coal or wood. The water came from a well that the older boys got to fill the water cooler. There were no inside bathrooms, only an outhouse. They got Christmas day off and when they were needed for corn picking.

Sometimes on Saturday nights they would have boxed supper parties. The girls would make supper for themselves and another person. They would wrap them up in boxes and pretty paper. To raise money for the school the boys would buy the boxes and try to get the one from the girl they liked the best. Then they would eat supper together. All the mothers made cakes and pies for the party. They were fun.



INTERVIEWER: Amy Knoche
INTERVIEWEE: Marian Hamann (Grandmother)

ONE-ROOM SCHOOLHOUSE

When Marian Hamann, my grandma, was a little girl she attended a one-room stone school house near LeClaire. On the days when the weather was nice, she would walk two miles to and from school. When the weather was bad, she usually rode in a buggy.

The things my grandma studied were geography, spelling, arithmetic, reading, writing, hygiene (like health), music once in a while, and art once a week.

Schools back then had no electricity; they had to use lanterns. Their toilets were in a shed in the back of the school.

My grandma had a coal stove in her school room. In the morning they would lay potatoes on the stove and by noon they would have baked potatoes. They would also put water up on the stove and let it get warm to wash their hands.

At Christmas time they had a big program at night with all the parents and Santa Claus there. They had practices for two weeks before the program for the dialogue or recitation.

She remembers one winter as being especially hard. In the winter of 1936 they had so much snow they went through the fields on bob sleds.

I think going to a one-room school house was a very rough time back then. I'm glad we have the kinds of schools we have today but also sad because the schools back then were so rough.

This is Stone school which is located three miles from LeClaire in independent rural district No. 1. The building, which was constructed in 1864 on what was known as "territorial" road, was named [illegible] a Stone family which lived in that region in the

INTERVIEWER: Ryan Bare
INTERVIEWEE: Mr. Royce Bare (Father)

ONE-ROOM SCHOOLHOUSE

My name is Ryan Bare and I interviewed Mr. Royce Bare about the one-room schoolhouse. Now I would like to tell you about it.

When Mr. Bare was little and went to the one-room schoolhouse he was driven there by a bus. When he got to school he had chores to do, like hanging the flag and washing the chalk boards. There was only one teacher in the school and her name was Mrs. Thousand. Mrs. Thousand was the only teacher and she was considered the principal. They had a schoolboard, too, that made a lot of decisions for the school.

The school had grades one through eight. The school population was only thirty people. So when my dad was in third, fourth, and fifth grades he was the only one in his grade. Since there weren't that many people the teacher taught two grades at a time. They wouldn't be taught the same thing, but she had to take two groups at the same time so they could go faster.

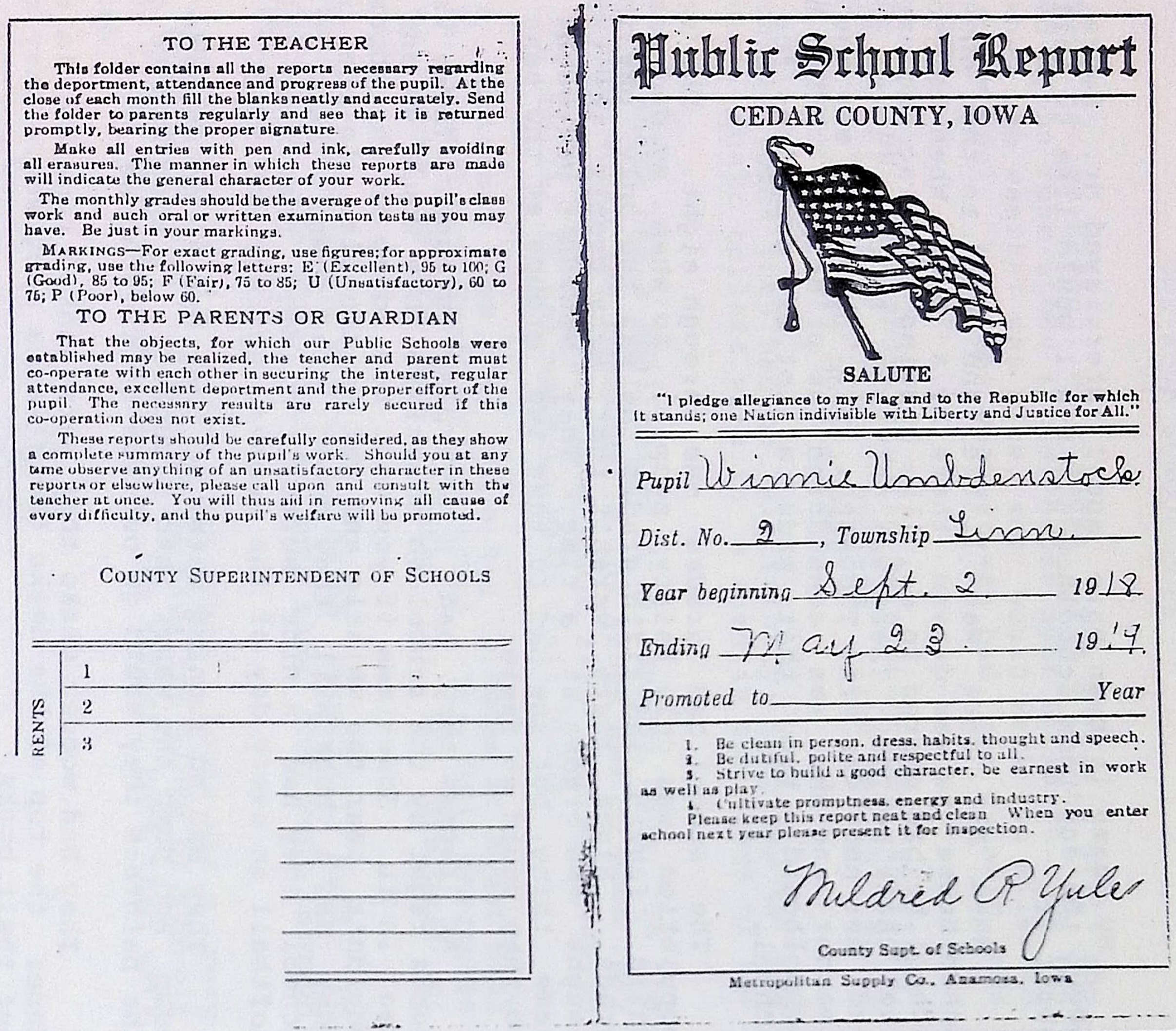
At recess they had a huge play ground. There was a woods right by the school so sometimes they would go and play tag in it. Sometimes if you went too deep in the woods you wouldn't hear the whistle and get in trouble. In the winter they had a huge hill they could sled down. Next to the school they had a nice softball diamond that they played softball on every day of the summer, spring, and fall.

They had no running water so they had to go outside to a pump and pump the water into a bucket. If they had to go to the bathroom they would go outside to a outhouse.

They had wooden desks that were hooked together in rows. Under the top of the desks there was a spot where they could put their books.

At the end of the day the older kids would take down the flag, clap the erasers outside, and clean up the room.

They had no air conditioning or fans so in the summer it got extremely hot. But in the winter they had heat.



TO THE TEACHER

This folder contains all the reports necessary regarding the deportment, attendance and progress of the pupil. At the close of each month fill the blanks neatly and accurately. Send the folder to parents regularly and see that it is returned promptly, bearing the proper signature.

Make all entries with pen and ink, carefully avoiding all erasures. The manner in which these reports are made will indicate the general character of your work.

The monthly grades should be the average of the pupil's class work and such oral or written examination tests as you may have. Be just in your markings.

MARKINGS—For exact grading, use figures; for approximate grading, use the following letters: E (Excellent), 95 to 100; G (Good), 85 to 95; F (Fair), 75 to 85; U (Unsatisfactory), 60 to 75; P (Poor), below 60.

TO THE PARENTS OR GUARDIAN

That the objects, for which our Public Schools were established may be realized, the teacher and parent must co-operate with each other in securing the interest, regular attendance, excellent deportment and the proper effort of the pupil. The necessary results are rarely secured if this co-operation does not exist.

These reports should be carefully considered, as they show a complete summary of the pupil's work. Should you at any time observe anything of an unsatisfactory character in these reports or elsewhere, please call upon and consult with the teacher at once. You will thus aid in removing all cause of every difficulty, and the pupil's welfare will be promoted.

COUNTY SUPERINTENDENT OF SCHOOLS

RENTS

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3

Public School Report

CEDAR COUNTY, IOWA

SALUTE

"I pledge allegiance to my Flag and to the Republic for which it stands; one Nation indivisible with Liberty and Justice for All."

Pupil Winnie Umbdenstock

Dist. No. 2, Township Linn

Year beginning Sept. 2 1918

Ending May 22 1919

Promoted to ______ Year

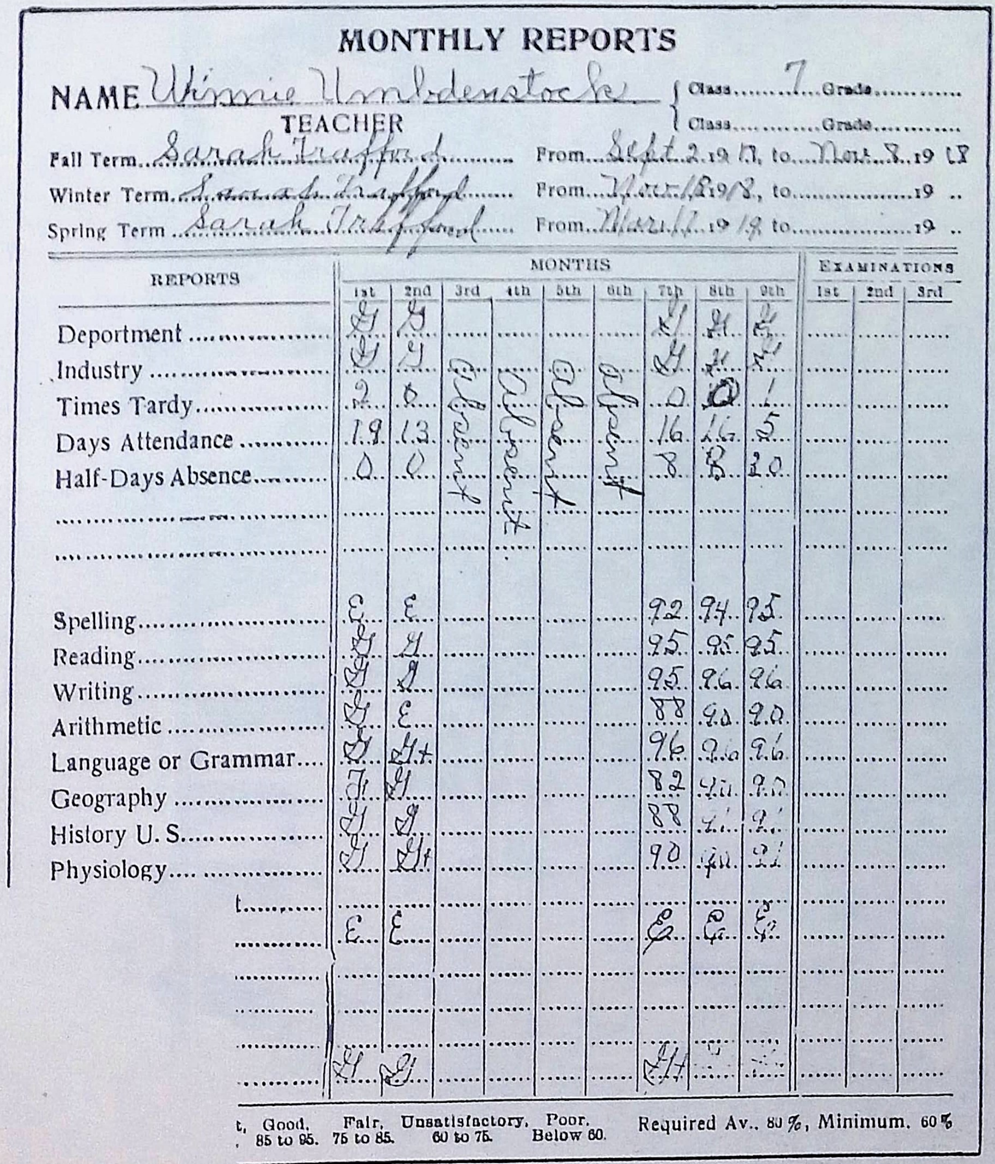
1. Be clean in person, dress, habits, thought and speech.
2. Be dutiful, polite and respectful to all.
3. Strive to build a good character, be earnest in work as well as play.
4. Cultivate promptness, energy and industry.

Please keep this report neat and clean. When you enter school next year please present it for inspection.

Mildred R Yules

County Supt. of Schools

Metropolitan Supply Co., Anamosa, Iowa



MONTHLY REPORTS

NAME Ukinnie Unnbdenstocke — Class 7 Grade .... / Class .... Grade ....

TEACHER

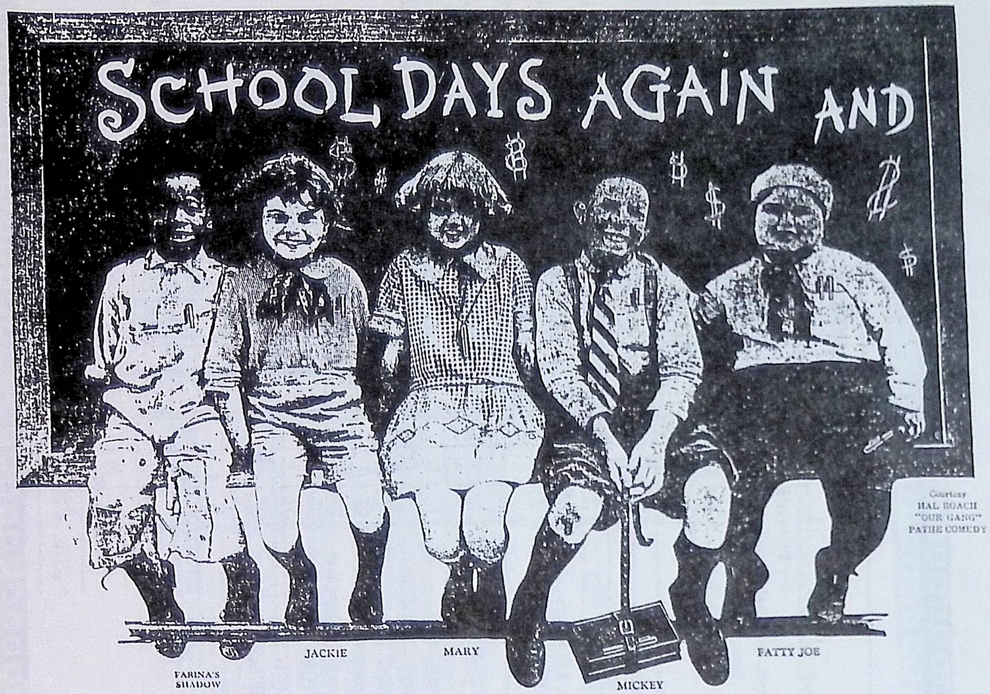
Fall Term Sarah Trafford From Sept 2 1917, to Nov 8 1918

Winter Term Sarah Trafford From Nov 18 1918, to .... 19..

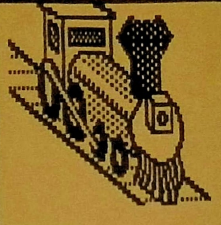
Spring Term Sarah Trafford From Mar 17 1919 to .... 19..

REPORTS	MONTHS 1st	2nd	3rd	4th	5th	6th	7th	8th	9th	EXAMINATIONS 1st	2nd	3rd
Deportment	G	G					G	G	E			
Industry	G	G	Absent	Absent	Absent	absent	G	G	E			
Times Tardy	2	0					0	0	1			
Days Attendance	19	13					16	16	5			
Half-Days Absence	0	0					8	8	20			
Spelling	E	E					92	94	95			
Reading	G	G					95	95	95			
Writing	G	G					95	96	96			
Arithmetic	G	E					88	90	90			
Language or Grammar	G	G+					96	96	96			
Geography	F	G					82	90	90			
History U. S.	G	G					88	[illegible]	[illegible]			
Physiology	G	G+					90	90	[illegible]			
t												
	E	E					E	E	E			
	G	G					G+	[illegible]	[illegible]			

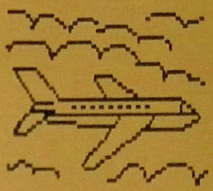
t, Good, 85 to 95. Fair, 75 to 85. Unsatisfactory, 60 to 75. Poor, Below 60. Required Av., 80 %, Minimum, 60 %

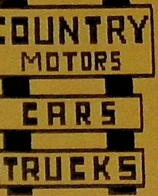

SCHOOL DAYS AGAIN AND
FARINA'S SHADOW
JACKIE
MARY
MICKEY
FATTY JOE

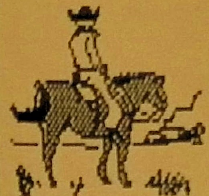
Courtesy
HAL ROACH
"OUR GANG"
PATHE COMEDY



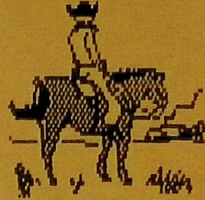
CHAPTER V

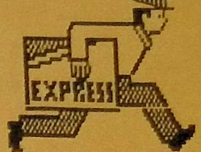


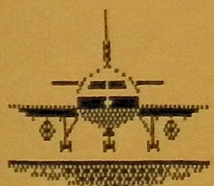

COUNTRY
MOTORS
CARS
TRUCKS

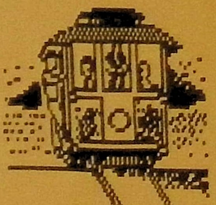


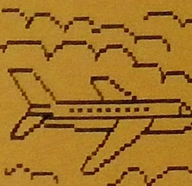
TRAVEL











INTERVIEWER: Zack McCoy
INTERVIEWEE: Wendell K. Stoner (Grandfather)

MY GRANDPA AND THE AUTOMOBILE

In my interview with my grandfather, Wendell Stoner, I found out that my family has been associated with the auto business for many years. The automobile was born in Germany by Daimler-Benz in 1885, along with the diesel engine, ten years before my great-grandfather, Webb Stoner, was born in Hardin County, Iowa, in 1895.

My great-grandfather was the eldest of three sons that chose automobiles over everything else as his livelihood. It was a challenge to understand their workings and to service and sell them. My great-grandfather left the farm to be a mechanic for the Chevrolet Division, and later had a Desota-Plymouth dealership where my grandfather got started.

My great-grandfather's younger brother left the farm and sold Hudson-Terraplanes in Davenport, Iowa; then sold Buicks and Chevrolets at nearby Iowa City. He had an Oldsmobile and Chevrolet dealership at Mt. Pleasant to the south; then moved to Tacoma, Washington, where he had a Chrysler-Plymouth agency, a motel, and he became involved in real estate.

My great-grandfather's youngest brother graduated from Iowa State in forestry, but like all the others, returned to the automobile business. He sold Studebakers until there weren't any; he sold DeSotos until there weren't any; and then he sold Buicks and Chevrolets, and then just Chevrolets. He won every sales award ever offered, like trips to Rome, Hawaii, wherever, and a lot of diamond stick-pins, and a diamond ring with a stone the size of a Chevrolet Celebrity.

My grandfather, Wendell K. Stoner, was born on March 15, 1919, at Iowa Falls, Iowa. He said, "At that time there were no easy payment plans. A banker would loan money on a cow that could lay down and die overnight, but not an automobile. In 1929, I remember Chevrolet advertising a new Chevrolet for just $495.00 F.O.B. Detroit. Zack, $495.00 is a lot different than $14,950.00, the typical family car that won't run any faster. I doubt that the capability of any modern front-wheel or front-wheel drive would survive what the rural mail carrier put his Model "T" Planetary Transmission through in Iowa mud when he used to deliver mail, regardless of the weather conditions."

My grandfather got his first car at the age of fifteen. He said, "My first car was a Model "T", at a cost of $25.00;

next was a 1924 Model "T" with balloon tires, spot-light through the windshield, etc. My next car was a 1925 Chevrolet, the pride of the local barber-machinest as a hobby-light-weight pistons, a balanced crank-shaft, and it would out accelerate a Model "A" at a stoplight. The 1925 Chevrolet had a great weakness, an external oil pump that froze up quite easily. Dad suggested I put a pint of alcohol in with the oil when I put in a dollars worth of gasoline, (like five or six gallons at that time) and it did the job."

My grandfather said that the automobile has changed a great deal during his lifetime. He described the changes this way- "It definitely has greater efficiency in an engine today with about the same displacement, fuel-injection and turbo-charging as compared to sixty years ago. Evolution of the automobile has to be monumental pioneering: from the old, wooden-framed Reo to the modern unibody; from the external, contracting, mechanical rear-brake bands to today's hydraulic, power-disc brakes all around; from the hand-crack to the electric-starter, magneto to generator to alternator. Zack, there is no end to the list of change."

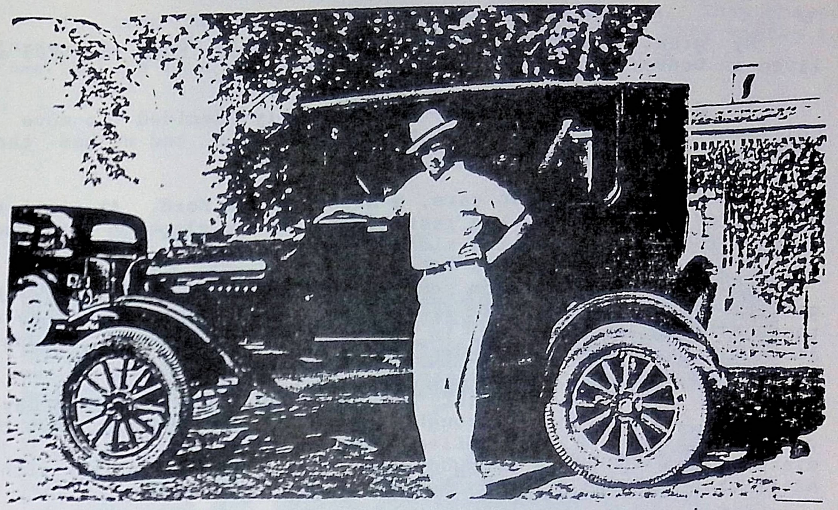
The first automobiles were all black in color. Henry Ford, who introduced the assembly line and mass production in 1903, has been quoted many times for his saying, "Sell them any color they want as long as it's black". Today, we have an option of materials, how many passengers, varied colors and trim, and how many payments. We also have instruments that tell you how far you have gone, the fuel you've used, the fuel you've wasted, and how far you have to go to get there. In the future, the instruments will even inform you of rest-stops.

My grandfather said that they even raced cars in the early 1900's. "There was Barney Oldfield in 1910 in a Benz driving 131 miles per hour. Since then, we have had so many racing cars, both stock and track, that it is mind boggling, and the mixture of fuels from leaded to unleaded gasoline, nitro and today's ethanol and methanol. The sponsors, the chassis and engine builders have become like a do-or-die thing for a lot of youth--pray you don't get mixed up in it."

My grandpa concluded that cars are more important today in our hurry-hurry society than in the past. He said, "I cannot foresee too many buggies in front of North Scott High School." I asked my grandpa how many cars he had? He answered, "Lots of them, but never an Edsel, even as an automobile dealer."

What kind of automobile would my grandpa want? He quickly responded, "Zack, you have got to be kidding! It would be a full-sized Cadillac, made in America, one comparable in comfort to my Buick Park Avenue, white with a

red velour interior."



INTERVIEWER: Nick Kalainoff
INTERVIEWEE: Lavern Wente (Great Grandfather)

A TRIP TO CALIFORNIA

My great-grandfather, Lavern Wente, was born in 1903 and lived in Denver, Iowa.

In September of 1923, their family decided to move to California. My grandpa was twenty years old and he had three brothers, ages seventeen, fifteen, and eleven.

The family drove two cars, a Hudson and a Ford. At night two boys slept in the Ford, the rest of the family slept on cots under a tent that they put on the side of the car.

They started out from Denver, Iowa and the first day, they got as far as Des Moines. It was raining very hard when they got there. When they woke up in the morning, the water was running about six inches deep under their cots.

From there, they went to Omaha and almost every day it rained. One day going through Kansas, it was so muddy that they could only drive eighty miles. The roads were not paved, just gravel, and they were so muddy that they couldn't go any farther. After that, it wasn't quite so bad.

At the Platte River in Nebraska, there was so much water that the road was covered and they couldn't get across the bridge. There was another man that was also waiting to get across. He said he knew that there was a railroad bridge up the way about two miles, so they drove to it. When they got there, they watched the other man drive across and then they went, too. They went over the river on the railroad tracks on the bridge--bumpity-bump all the way.

When they got to Colorado, they had trouble going up the mountains. Some hills were so steep that they couldn't make it up with the Ford, because of the gravity flow of the engine. They had to back the car up the mountain.

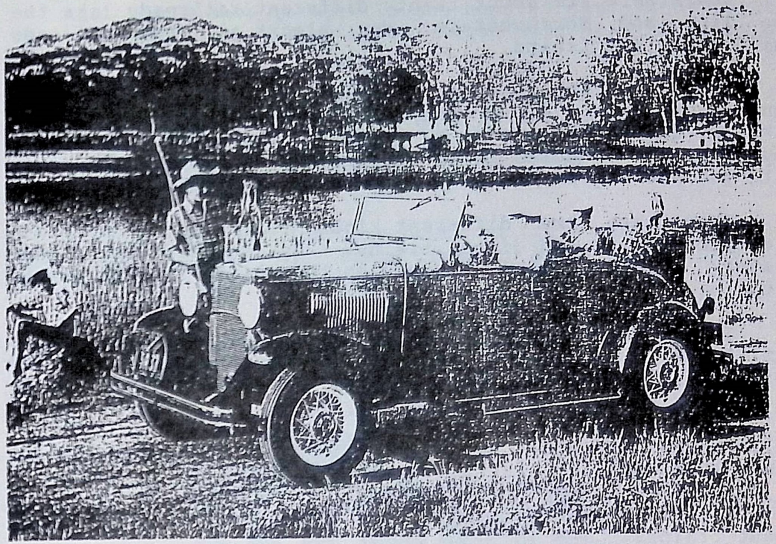
One morning in Colorado, they woke up and everything was covered with snow. When the snow melted, many of the roads were covered with sand that had washed down the hills and they had to just creep along on the roads.

One day in the desert, it was so hot that they had about five to six flat tires just in one afternoon. They had to patch them up themselves so they could go on.

When they got to California, they had the first paved roads for only about 100 miles.

They never ate out once on the entire trip. Their mother cooked them breakfast, lunch and dinner. They had a little camp stove that she cooked on and they bought food along the way. They had a little cooler, too.

It took them three weeks to get to California. They stayed there for eight months and then they decided that they wanted to come back to Iowa and they have lived here ever since.



INTERVIEWER: James Moore
INTERVIEWEE: Mike Moore (James' father)

RAILROADS

The first train was invented in 1804. They tested its speed by racing it against a horse. The horse won. The inventor was determined to improve the train's speed so he kept working on the train. The second time they raced the horse and the train, the train won.

Now there are about twenty different railroads like the Soo line and Northwestern. Now almost all the railroads build their own trains.

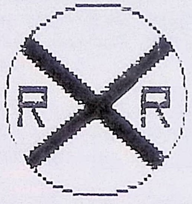
There are about twenty different jobs that have to be done on a train. First the driver (engineer) of the train like my dad, Mike, has to be there or the train can't move. You need the mechanics to do repairs and to service the train with gas and oil and to make sure the brakes work.

There are two different kinds of trains. There are electric trains and diesel trains. My dad works on diesel trains. Flangs, metal pieces on the inside of the wheel, keep the train on the track.

Trains can carry twice as much cargo as a jet plane or a semi-truck. Trains are used to haul goods or they're used for people transportation. Train travel is a fast way to travel but there are speed limits you have to follow.

Trains are great for many uses, especially for hauling heavy loads and for transportation.

I really appreciate my dad giving me so much information about trains.



INTERVIEWER: Shailyn Kearney
INTERVIEWEE: LeRoy Johnson (Friend)

RAILROADS

Hi, my name is Shailyn Kearney of Eldridge, Iowa. I interviewed LeRoy Johnson of Davenport, Iowa.

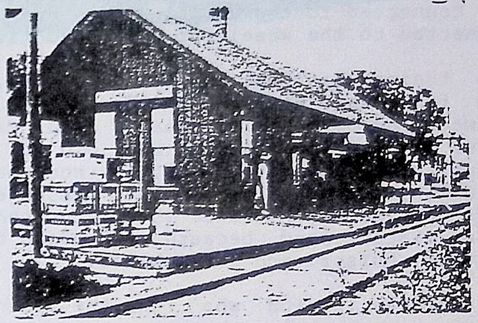
He worked six days a week, forty-eight hours a week. He got paid ninety-three cents an hour.

He would have to work in one hundred degrees or twenty below zero temperatures. They might even have hard icicles on their eyelashes.

Most of the time they lived along the tracks or close to them. That way it wouldn't be hard to get to work.

They always had vacations from working at least one week and five holidays a year.

Trains took section cars down the track about one-mile before they got stopped. The train lined-up before they put a car on the track.



ELDRIDGE JCT. DEPOT, northeast corner of North 1st and LeClaire Streets.

INTERVIEWER: Stacey Lund
INTERVIEWEE: Mr. Buzz Pinnow (Model Railroad Shop Owner)

RAILROADS

The first railroads in the United States were built before the Civil War and continued to be built into the early 1900's. The railroads were built because they could transport people, farm products, and manufactured goods greater distances faster and cheaper than other forms of transportation. The first railroads were built in England. Engines and cars were manufactured in England and brought to the United States. The first engine was the DeWitt Clinton.

The first railroads built their tracks along streams and rivers where the land was flat and easy to follow. Logs were used to hold the rails in place. The first rails were wooden with iron strips, fastened on top. Later, all steel rails were used. The rails were held to the logs by big nails called spikes. The distance between the rails varied from as little as two feet to over six feet. Eventually four feet, eight and one-half inches became the standard distance between the rails as used in today's modern railroads.

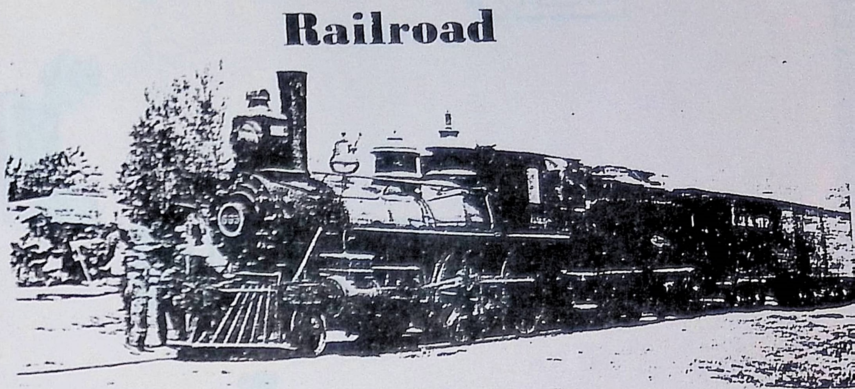
Early trains used a steam engine to pull the railcars. These steam engines consisted of a steam boiler mounted on a flat car on steel wheels. The steam from the boiler was used to provide motion by moving a piston (round plate fastened to a rod) back and forth in a steel tube, called a cylinder. The other end of the rod was connected to the outside edge of one of the steel wheels causing the wheel to turn. Modern trains use a diesel engine that produces electricity from a generator connected to the diesel engine and powers electric motors connected to the wheels of the locomotive.

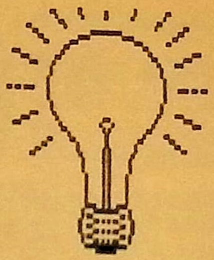
Early trains were very bulky, very slow, dirty (steam and smoke from the engine) and dangerous to ride. The railcars were uncomfortable, moaned and creaked as they moved, used oil lamps for lights and did not have brakes to stop except for those on the engine. Most passenger trains were discontinued due to the lack of passengers except for the trains operated by Amtrak. The trains that served small towns were discontinued because of modern highways which carried trucks, busses, and automobiles.

The engineer (person who runs the train) today makes over $10.00 an hour while the same person back when trains first appeared would have to work over a month to make the same amount. The crew of a modern freight train consists of five people. In the engine is the engineer, head brakeman, and fireman. In the caboose is the rear brakeman and the conductor (the boss of the train crew).

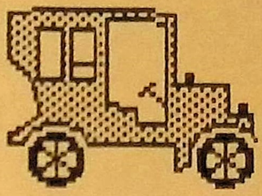
Early passenger trains were one to three cars in length and carried ten to fifty passengers while modern passenger trains are sometimes more than fifteen cars long and can carry fifty to over one-thousand passengers depending on the number of passenger cars and seats in each car. Likewise, early freight trains were three to five cars in length; while modern freight trains are sometimes over two-hundred cars in length.

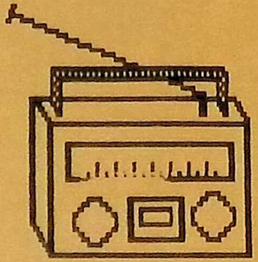
Railroads were good for the United States because they helped to link the vast areas of this country together. They allowed us to settle the land and move people and products from one place to another. Without early railroads the United States would not be what it is today.

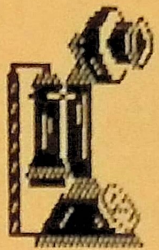




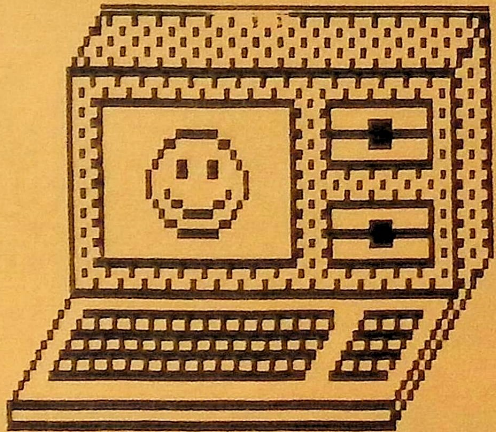
CHAPTER VI

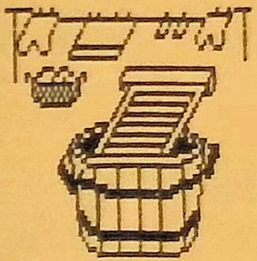






INVENTIONS





$6.38 OUR SUPERBA BALL BEARING WASHING MACHINE

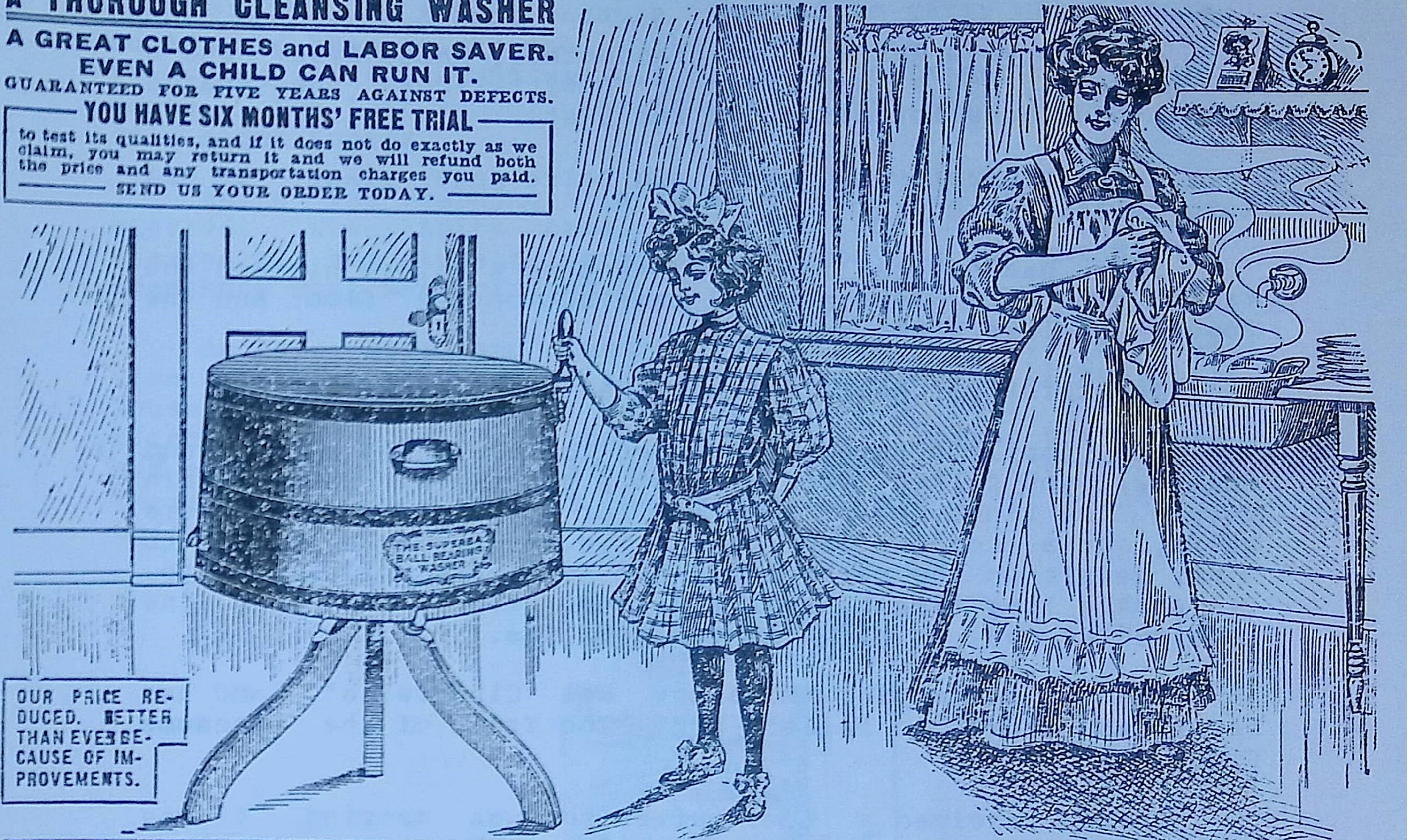
THE EASY RUNNING WONDER

IF YOU WANT THE EASIEST RUNNING WASHING MACHINE ON THE MARKET; if you want the best made swing washing machine to be found anywhere; if you want a machine that will do more work and do it quicker and with less labor on your part than any other swing washing machine made, you have all your desires fulfilled in our SUPERBA BALL BEARING WASHING MACHINE, fully illustrated and described on this and on the opposite page.

A THOROUGH CLEANSING WASHER

A GREAT CLOTHES and LABOR SAVER.
EVEN A CHILD CAN RUN IT.
GUARANTEED FOR FIVE YEARS AGAINST DEFECTS.

YOU HAVE SIX MONTHS' FREE TRIAL to test its qualities, and if it does not do exactly as we claim, you may return it and we will refund both the price and any transportation charges you paid.
SEND US YOUR ORDER TODAY.


THE SUPERBA BALL BEARING WASHER

OUR PRICE REDUCED. BETTER THAN EVER BECAUSE OF IMPROVEMENTS.

Mother goes right on with her regular work while her little helper finds it so easy to swing the Superba to and fro that she is glad to do it. The washing is all done quickly and easily, and washday is no harder day for the family than any other day of the week.

DON'T PAY FROM $12.00 TO $15.00 FOR A WASHING MACHINE somewhat similar in appearance to our Superba. There are a few reciprocating washing machines which look somewhat like our Superba and which are offered in newspaper and magazine advertisements at prices ranging as high as $15.00, a price which many manufacturers are obtaining for machines which do not begin to compare in any way whatsoever with our Superba Ball Bearing Machine. These similar appearing machines are wholly lacking in the splendid features which are to be found in the Superba; features which make it run easily, do its work more thoroughly and much quicker than others, patented features which are owned and controlled exclusively by us. For instance, no other reciprocating washing machine sold by other makers has the double springs to reverse the motion of the tub and the agitator, or the special ball bearings which make the operation of the machine so easy—all these patented improvements owned by us and to be found only in the Superba Ball Bearing Washer.

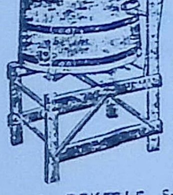
OUR GUARANTEE ON THE SUPERBA

IN ADDITION TO GIVING YOU SIX MONTHS' FREE TRIAL, a full six months in which to use the Superba Ball Bearing Washing Machine to decide whether or not you will keep it; remember, we guarantee this machine not only to wash more clothes and wash them cleaner and wash them in less time than any other reciprocating washing machine made, but we also guarantee it for five years against all defects in material and workmanship. We give this long term guarantee to protect you against any hidden defect or flaw which may not appear within the six months' trial period and which defect or flaw was not discovered by our factory inspectors, and under the term of this five years' guarantee should any part break because of defect in material or workmanship, we will furnish a new part to take the place of the defective part, absolutely free of charge, at any time within this five-year period.

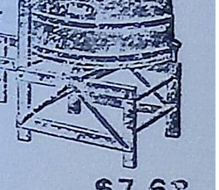
OUR SIX MONTHS' TRIAL, our liberal guarantee surely ought to convince you of our high opinion of this splendid washing machine, and under these liberal conditions surely you can well afford to send us an order at our $6.38 price. Remember, you do not take the slightest risk, you cannot lose a penny by the transaction if you order the Superba, because it is your privilege to return the machine to us and get your money back if you are dissatisfied after six months' trial, and every defect in material or workmanship developing within five years is protected by our binding guarantee. Just think what it would mean to you if you have never owned a washing machine, or if you have owned one of the old style, hard running, slow cleansing, unsatisfactory washing machines manufactured by others, to own a high grade machine, a Superba Ball Bearing Washer which will easily wash a tubful of dirty clothing in from five to eight minutes if our simple directions are followed. The Superba makes washday so easy that you will regret that you did not take advantage of our free trial offer and liberal terms long ago. If you have been accustomed to spending an entire day in back breaking labor over the washtub, you will find that our Superba Washer will do the same washing in a couple of hours and do it much easier and much better than you could do it in the old way and that after having used this machine once, you would never be satisfied to do without it.

See illustrations and description on opposite page, showing construction of our Superba Easy Running Wonder Washing Machine, showing why it is absolutely the best made and easiest running washing machine on the market, regardless of name, make or price of other machines.

No. 32K7510 Superba Washing Machine. Shipping weight, 75 pounds. Price $6.38



$7.68 SUPERBA BALL BEARING COMBINATION WASHING MACHINE



Our Superba Ball Bearing Washer, our Easy Running Wonder combined with basket or tub stand and wringer board is the latest and best. It saves a separate wash bench. Saves taking off and replacing the wringer. It is complete in itself and yet takes up no more room than an ordinary washing machine.

REDUCE YOUR WASHDAY TO HALF or three-quarters of an hour once a week by using the Superba Ball Bearing Combination Washer. It is built the same as our regular Superba Washer, with the same powerful motor springs that do the work for you. The same anti-friction ball bearings which make running the washer a pleasure, it is so easy. The same patented features which wash the clothes with such quickness and to snowy whiteness. All the features which have made our Superba Ball Bearing Washer the biggest selling and most popular washing machine ever put on the market. In addition to this, our Superba Combination Washer is equipped with a folding hardwood bench braced with steel braces making it perfectly rigid and strong. It furnishes a convenient stand for the clothes basket or rinsing tub, and a strong and solid support for the wringer. The stand is made of selected materials, it is very substantial in construction, thoroughly braced and handsomely finished. This Combination Washing Machine is shipped from the factory in Southern Michigan.

No. 32K7515 Superba Combination Washing Machine. Shipping weight, 105 pounds. Price $7.68

INTERVIEWER: Melissa Kozma
INTERVIEWEE: Anita Ryan (Grandmother)

INVENTIONS OF THE PAST AND OTHER MEMORIES

My interview was with my grandmother, Anita Ryan. She's in her early 60's and lives in Dewitt, Iowa. She shared thoughts on many inventions of the past.

Anita's family had their own Delco power plant. It had large glass cylinders.

They had crystal radios. One time a storm hit and the radio blew up. Green powder came out on the floor and the powder was like green dust.

The first car Anita's family had was a Model "A" car.

The family's telephone needed to be cranked by hand and whenever you talked, you were on a partyline. For certain people the rings were long and for others the rings were short, or a combination of the two. You could listen to other people on the party line, but Anita was not allowed to. It took a long time to call a friend, because the party line serviced as many as eight to ten families.

The first movie Anita saw was "Cinderella", and her favorites were "Old Yeller" and "The Trail of the Lonesome Pine".

Anita received a t.v. after she was married. It was amazing to her when she first saw it. It was a small black and white, twelve or fourteen inch t.v.

There were no big refrigerators back then. Their refrigerator was called an ice box. There were 3 doors on the ice box. They had to use an ice block which cost $2.00. Once every few days Anita's mother went to the grocery store and got a $2.00 ice block and placed it in the top compartment of the ice box. As the water melted it dropped in a pan and made it cool to store the vegetables. Grandma said this refrigerator was not convenient.

Anita used a conventional washer with a ringer and 2 tubs until 1969.

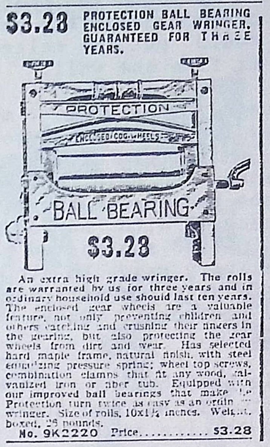
Anita's family was large and rather poor. She and her family milked cows and fed hogs. Each child had to go outside each day before and after school and pick one pound of corn. Mostly horses pulled machinery. The first two

tractors their family had could only fertilize and plant two rows at a time. Their machinery was only run by her father and brothers. The girls cooked, cleaned, and washed clothes and did outside chores. Daughters did light field work and the sons did light farm work.

Anita taught at a rural school for five years. She had twenty pupils. Anita had to get up early in the morning, get ready and go to school because she had to carry water to a cooler to keep drinks cool. She also had to light the fire. The school Anita taught was all grades from primary to eighth grade. The last school she taught in was five grades and only eight pupils.

Anita was teaching at a rural school when World War II started. When Anita came to school on the day the war started all her students were talking about it and she didn't even know what was going on.

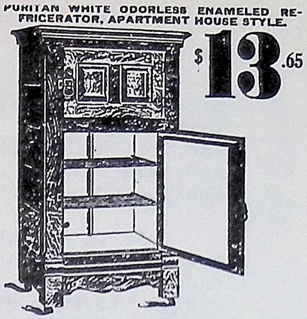
Anita's boyfriend lived southwest of Eldridge at the time of the tornado. The tornado downed a windmill near his house and it fell over what you would call a "summer kitchen". The oil from the windmill fell inside the house and made quite a mess. Anita saw the land after the tornado. There was a barn blown off the foundation and other buildings collapsed.



$3.28 PROTECTION BALL BEARING ENCLOSED GEAR WRINGER. GUARANTEED FOR THREE YEARS.

An extra high grade wringer. The rolls are warranted by us for three years and in ordinary household use should last ten years. The enclosed gear wheels are a valuable feature, not only preventing children and others catching and crushing their fingers in the gearing, but also protecting the gear wheels from dirt and wear. Has selected hard maple frame, natural finish, with steel equalizing pressure spring; wheel top screws, combination clamps that fit any wood, galvanized iron or fiber tub. Equipped with our improved ball bearings that make the Protection turn twice as easy as an ordinary wringer. Size of rolls, 10x1¾ inches. Weight, boxed, 26 pounds.

No. 9K2220 Price........... $3.28


PURITAN WHITE ODORLESS ENAMELED REFRIGERATOR, APARTMENT HOUSE STYLE.
$13.65

INTERVIEWER: Curt Bouril
INTERVIEWEE: Mary Bouril (Grandmother)

GRANDMA LOTTIE'S ICE BOX

No one knows for sure when Lottie, my great grandmother, purchased her ice box, the forerunner to our modern day refrigerator. She was married in 1914. From her earliest memory my grandmother, Mary Bouril, who was born in 1916, can remember the small, two-door wooden box sitting in the kitchen.

The following story is based on facts about my great grandmother's ice box as told to me by my grandmother. Where facts were missing I used my imagination and filled in details.

In the year 1915 a young, newly married Lottie was standing in her kitchen daydreaming about having an ice box to make her housework easier. She was thinking about how nice it would be to put milk into a box rather than walking to the cellar and back each time that she needed it. The ice man would stop with a wagon full of ice. Even though it would cost $.15 a pound for a fifty pound block, it would be worth it; and she could put the melted water on her plants instead of getting it from the well.

Then Lottie said, "That's it, I'm going to start saving my money for a new ice box." Lottie pulled out the Sears Catalog and found a picture of the ice box she wanted to order. Lottie raised and sold chickens so that within a couple of months she had enough money saved to order the ice box. Lottie sent a card with her order on it to the Sears Catalog Department. Then she waited patiently on her porch everyday for the delivery wagon to stop at her house with her order. Finally, one very hot afternoon, the delivery wagon stopped in front of her house. On it was the new ice box she had been waiting for.

Grandma Lottie had them carry it into the kitchen. She was so happy with it. It had two doors, one in the front and one on top to keep the ice in. The ice box was made of wood with steel handles. Now when the ice man came by with the ice she would be able to start using this new convenience.

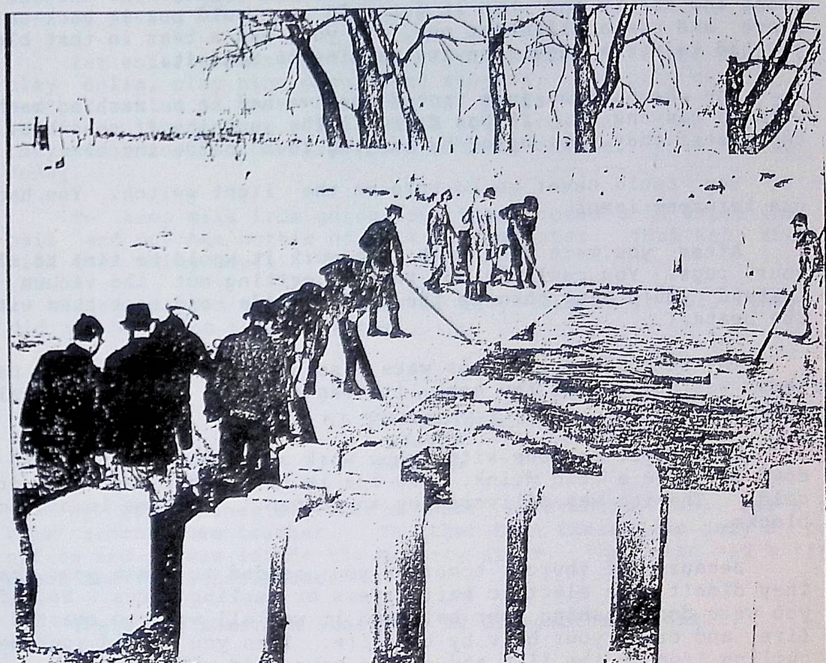
The next morning, just as she expected, the ice man came selling ice. He called, "Ice for sale!", "Ice for sale!". So Grandma Lottie waved him down, and he carried a big block of ice into the house to the box. She paid him the $.15 a pound and then ran down to the cellar to get milk and meat to

cool for the next day.

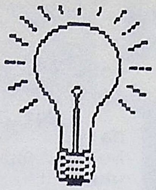
One year later Lottie had her first child, my Grandma Mary. Then when my grandma turned five, they got a new ice box. One of the most fun things my grandmother remembers is when the ice man stopped by and all the neighbor's kids and she would run to the wagon to get ice chips to suck on and to keep cool during the summertime.

One of the most interesting facts grandma told me was that the ice came from the Turkey River which ran nearby. Blocks were cut from the frozen river and they were stored in a barn. They put sawdust over the blocks so they wouldn't melt. Grandma thought they got ice about once a week, depending on the weather.

Grandma Bouril is 70 years old now and to this day I still hear her call the refrigerator an "ice box".



INTERVIEWER: Tara Buzzell
INTERVIEWEE: Eileen Buzzell (Grandmother)



ELECTRICITY

The following interview of Eileen Buzzell was conducted by Tara Buzzell. The context of the interview was based on life without electricity. The experiences that follow are those of my great-great-grandmother told to me by my grandmother.

Today, if you want to iron a blouse for school, you would plug in the iron. Well, in those days it was quite different. You would heat the stove with wood, coal, or corn cobs to make a fire in the stove. Then you'd put one, two, maybe even three irons on the top of the stove. Then you would take one of the irons and use it and when it got cold you would put it back on the stove and use a different one. If you had a tear in that blouse you had to use a peddle sewing machine to mend it.

The blouse you just ironed was washed in a washing machine with a gas engine. It was dried in the sunshine if possible. In the winter they were dried by hanging them inside the home.

You could never go to turn on the light switch. You had to use kerosene lamps.

After you were done with that work it would be time to clean your rugs. You couldn't do this by getting out the vacuum, but instead you'd hang them on the line outside and beat them with a rug beater.

The bathroom facilities were also quite different. The bathroom was not inside the home, it was outside. These were called outhouses.

Well, you're done with your work and now it's time to sit down and have a cold drink. The ice in the icebox kept your drink cold. The ice was delivered by an iceman. It came in big solid blocks.

Because of church tomorrow you needed to wash your hair. They didn't have electric hair dryers or curling irons. So, after you were done washing your hair and it was all wet you started the fire and dried your hair by the fire. Then you heated your metal curling iron by the fire and curled your hair with it.

Even babies diapers needed special attention. They'd better be boiled to get the germs away.

GREAT-GREAT-GRANDMOTHERS
AND
GRANDMOTHERS
EXPERIENCES

About thirty-nine years ago, when Mrs. Buzzell was a little girl, she always liked to visit her grandmother. When she did she liked to churn butter. Her grandmother never had electricity until very late in her life. She thought it was too dangerous and, anyway, she had all she needed already.

My grandmother had electricity later after she was married, about fifty years ago. But when she was a child they didn't have very much. When the new electrical things came out they weeren't excited because they were so poor they knew that they couldn't have it. She didn't even have an icebox until she was married. Mrs. Buzzell didn't even have a telephone. She had to walk to the person's house to tell them something. A good thing is that doctors made house house calls. If you were sick you wouldn't have to even move. That's good because if you feel miserable you don't want to move.

For entertainment families liked to listen to the radio, play dolls, play ping-pong, read stories, and play outside. Another thing is that they put on plays. But they had to entertain themselves. That would be hard, but fun. Also, they went to bed eaarlier and got up earlier than we do today.

To keep milk from going sour they poured cold water ina pail and put the bottle of milk in the water. That kept the milk from going sour.

They needed to heat water if they wanted it hot. They did not have hot running water.

MY GRANDMOTHER'S
SISTER
FRANCIS

My grandmother's sister's name is Francis. She was a one room schoolhouse teacher. In that town there was only a post office and it was inside the grocery store. They also had a train depot and the schoolhouse.

These are memories shared by my Grandmother Buzzell.

INTERVIEWER: Stacey Lund
INTERVIEWEE: Ron Lund (Father)

COMPUTERS

The first true computer was made in 1642 by Blaise Pascal. This computer used a series of wheels to add and subtract. However, a form of computer, the Abacus, was created by the Chinese sometime between 4000 and 5000 B.C.; and it is still in use today in Asia.

Without the computers of today, man's life would be quite different. Man would not have landed on the moon, and there would be no robots or video games. Also, advanced mathematics would take hours to complete using a sliderule instead of seconds using a computer.

My dad is a senior analyst who works with computers. He uses them to create and test different things. These computers create three dimensional pictures of what he is designing or testing.

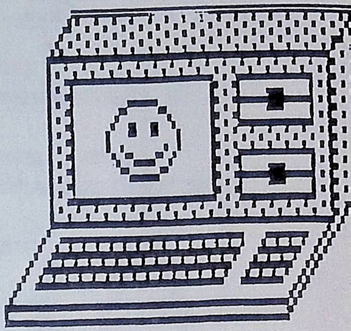
People who work with computers are operators who earn around $1000 per month to senior systems programmers who earn over $4000 a month. The job, a person who works with computers has, depends on the amount of education and knowledge that person has about computers.

The computers of twenty-five to thirty years ago were very large and used an electronic device called a vacuum tube instead of transistors and intergrated circuits. These computers created lots of heat, much like thousands of light bulbs would, and were very slow when compared to today's computers. Today's computer can do more mathematics in one second than a man can do in twenty-four hours. The computer works at a speed measured in fractions of a second called a nano second (1 billionth of a second.) If today's personal computer (Apple) was made thirty years ago, it would be the size of a house.

Large computers used by today's businesses require special rooms that have special air conditioning systems to keep the computers cool and back up sources of electrical power so that if there is a power failure the computer never stops. Computers in industries work twenty-four hours a day everyday of the year.

The computer is a tool for man to use to solve the many problems that face him today. Computers are used almost everywhere today. Computers control traffic signals in large cities and heating and air conditioning systems in buildings. They control the engines in today's cars, airplanes and trucks. Computers are the brains of robots and other machines used in today's factories. Even today's stereos and televisions use computers.

My dad says that everyone needs to know how to use computers in order to get a job in the future. My opinion on the computers is that they are neat and very important to people to use. When I grow up I am going to go through a course in school to learn about computers. When I grow up I will use computers a lot.



INTERVIEWER: Justin Bierman
INTERVIEWEE: Doug Bierman (Father)

COMPUTERS

I'm Justin Bierman. I interviewed my dad on computers and on the usage of some computers.

Computers sometimes have no difference. They can be different from each other when programmed for a specific tasks or jobs. Computers are not really better than another it depends on the use of the computer. In complication of computers there really is no difference at all Some of the purposes for the computer may differ. Some computers maybe used for games, other computers may be used for business work. This is what I learned about computers.

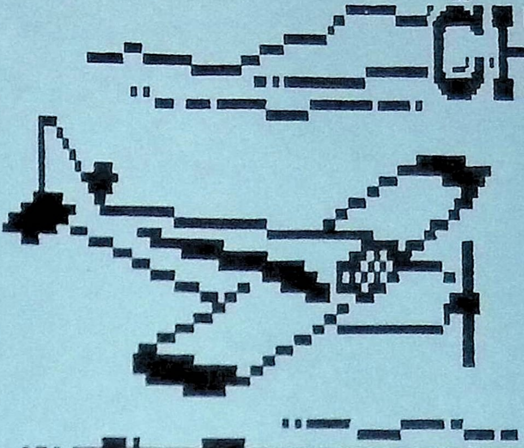
INTERVIEWER: Kelly Brennan
INTERVIEWEE: Maxine Osborn (Grandmother)

POLIO VACCINES

Polio vaccines--what a discovery! They came out in February of 1954.

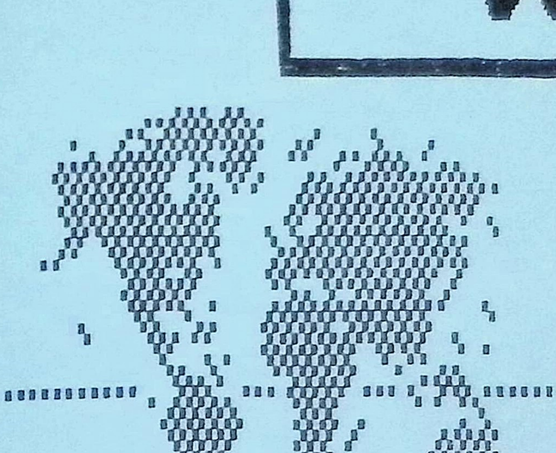
The vaccines came on sugar cubes. They were free. My grandmother said my aunt and mother got the vaccines at Woodberry Elementary in Marshalltown, Iowa. Iron lungs were used if a person had polio and was paralyzed and could not breathe.

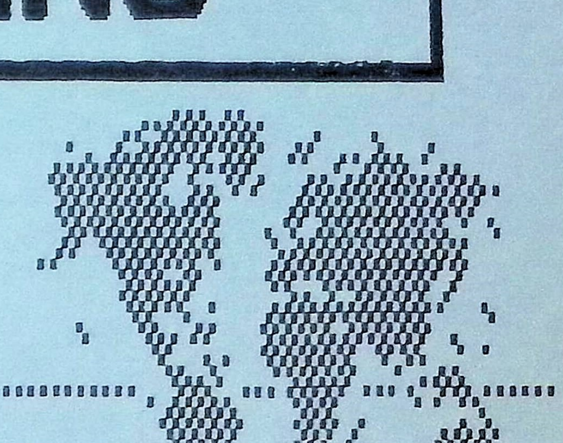
CHAPTER VII



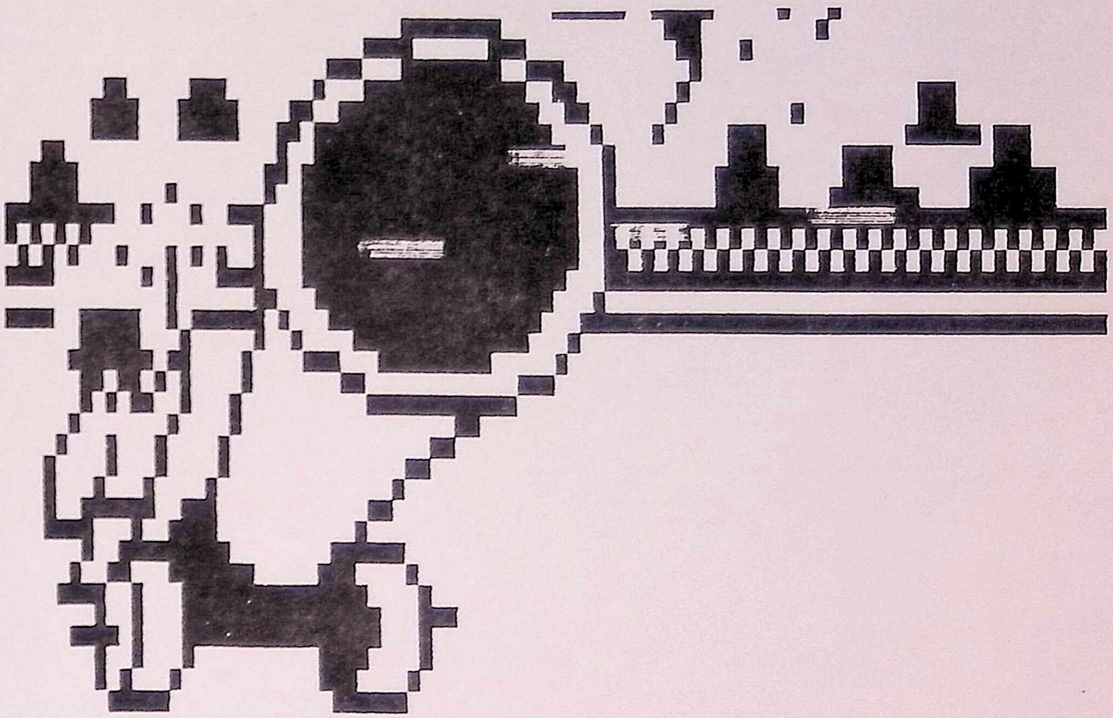
EXTRA

WARS





CIVIL WAR



1861-1865

INTERVIEWER: Bobby Masters
INTERVIEWEE: Debbie Masters (Mother)

GENERAL ROBERT E. LEE

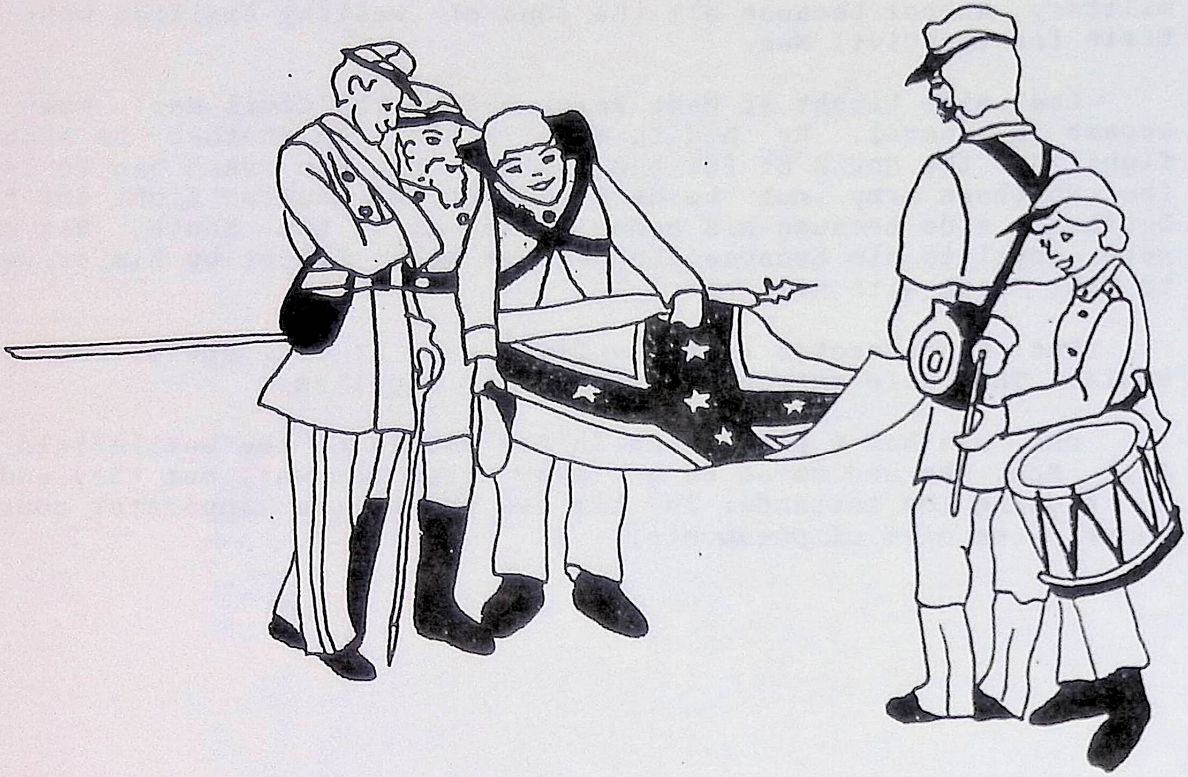
I interviewed my mom, Debbie Masters, about Robert E. Lee because I am related to him. He is my great, great, great, great uncle.

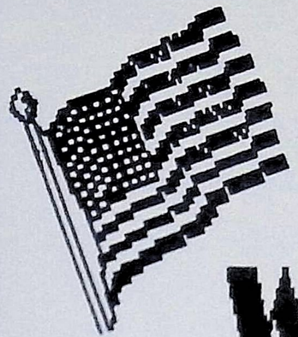
General Robert E. Lee was born in Virginia. He went to a military school because all the sons of wealthy families went to train for the Civil War.

Lee also taught at West Point before the Civil War. When he became a general, he had to make a decision whether he should fight for the North or for the South. Lincoln asked him to lead the Northern Army but he decided that he had to fight for the Southern side because his home state was in the South. His men were loyal to him because they either were taught by him or went to West Point with him.

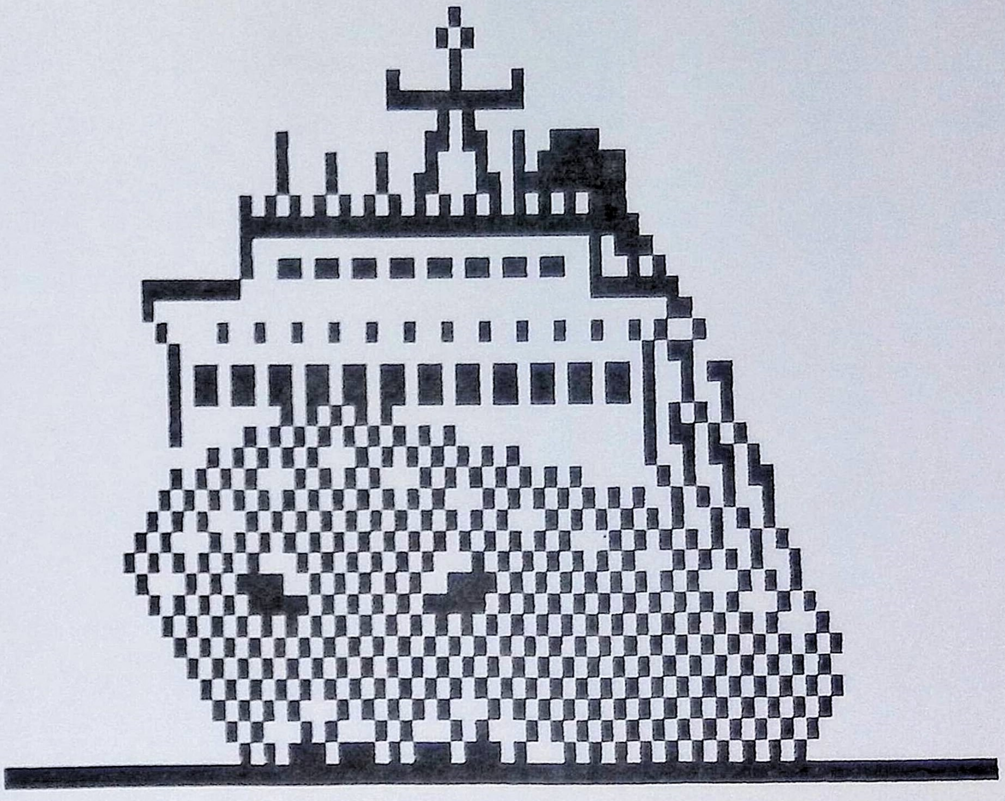
The Confederates lost the Civil War at Gettysburg, Pennsylvania. They were surrounded and out of supplies.

One man had a plantation in the middle of the battlefield at Bull Run. He had moved to get away from the war, but they ended up signing the surrender in his new house, the Appomatax courthouse. Lee died of pneumonia.





WORLD WAR I



1914-1918

INTERVIEWER: Todd Armstrong
INTERVIEWEE: Larry Judd (Friend)

WORLD WAR I

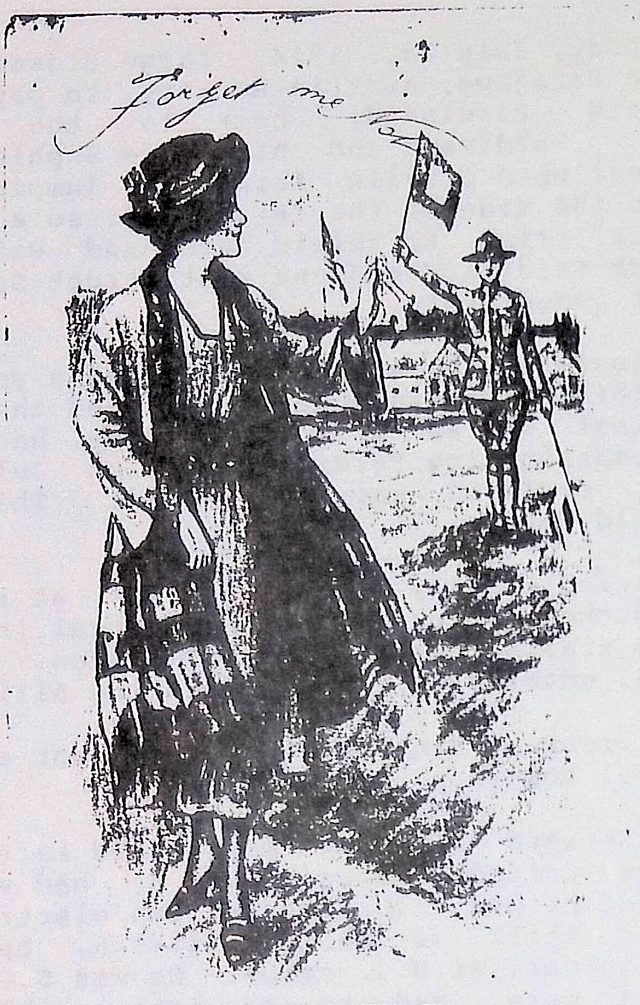
It was Sunday, July 28, 1914. Large crowds of people had gathered in Sarajevo, Austria-Hungary, to pay respect to Archduke Francis Ferdinand, heir to the throne of Austria-Hungary. Ferdinand and his wife Sophie were in their touring car when Gravils Principaps jumped up on the running board on the side of the car. He fired a pistol into the car. Sophie tried to shield Ferdinand with her body. Two shots struck Ferdinand and one shot struck Sophie. They both died almost immediately.

Gravils Principap, the assassinator, was a young student who lived in Serbia. Austria-Hungary believed that Serbia, a small country that was an ally of Germany, had supported Principap in assassinating Ferdinand. So on July 28, 1914, Austria-Hungary declared war on Serbia. This was the beginning of World War I.

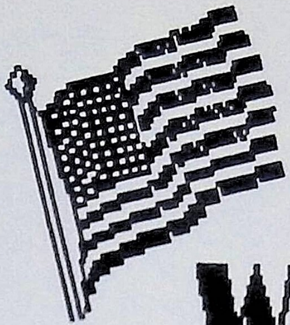
The U.S. tried to stay out of the war at first. Then Britain angered the U.S. by searching neutral (non-warring) ships. Germany started threatening U.S. ships. So on April 6, 1917, the U.S. entered WW I and joined the Allies.

The other group of nations that we fought against was called the Central Powers.

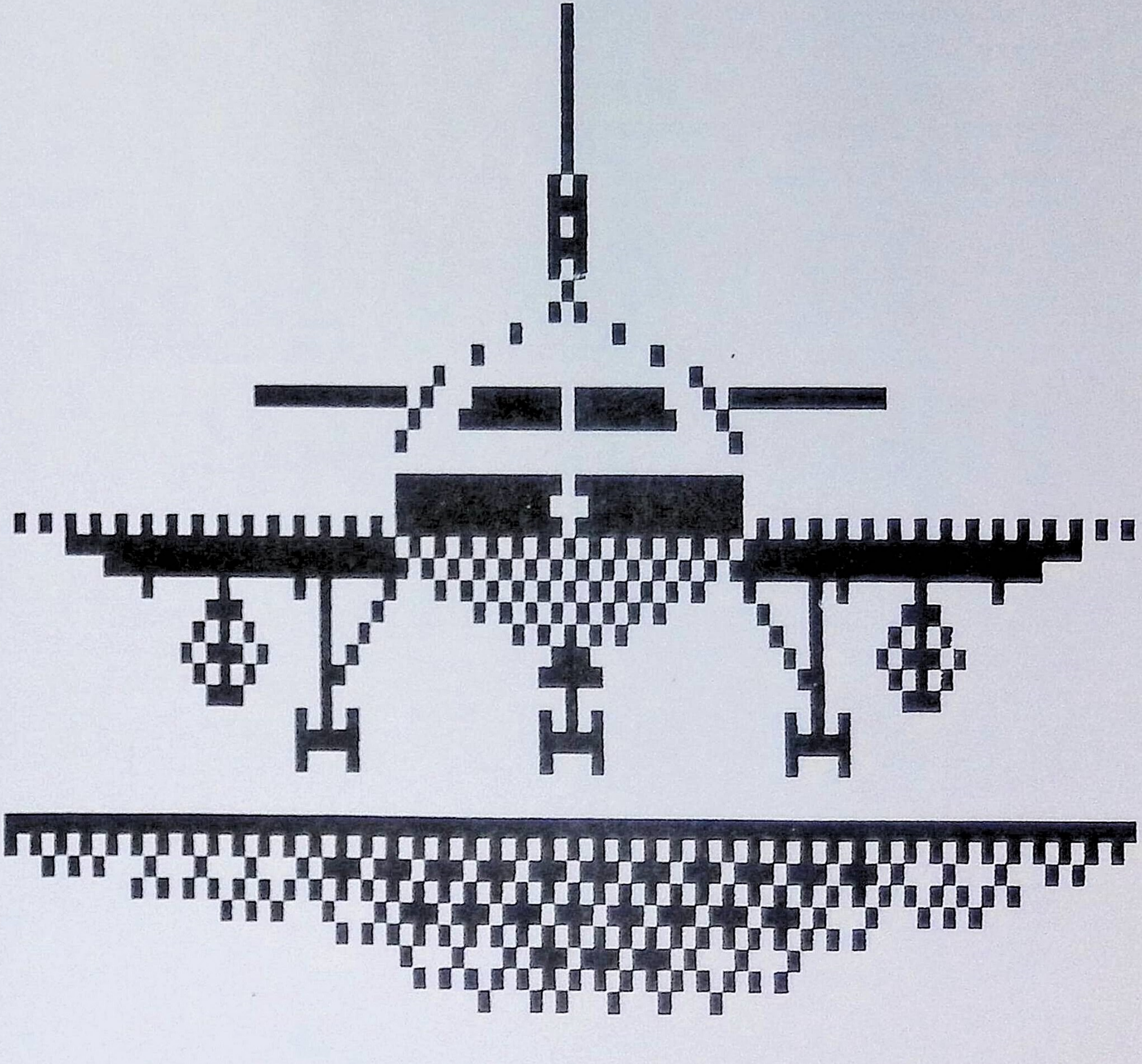
Shortly afterward a young man named Larry Judd was drafted into the United States Army. He had worked in a grocery store and he had also learned the electrical trade. Because of his skill as an electrician, he became a maintenance man in various U.S. camps. He was G.G.T. Quarter Corporal and he never had to go into combat. He was discharged in July, 1920, two years after the war ended. He said he felt the war did not solve any problems.


Forget me Not

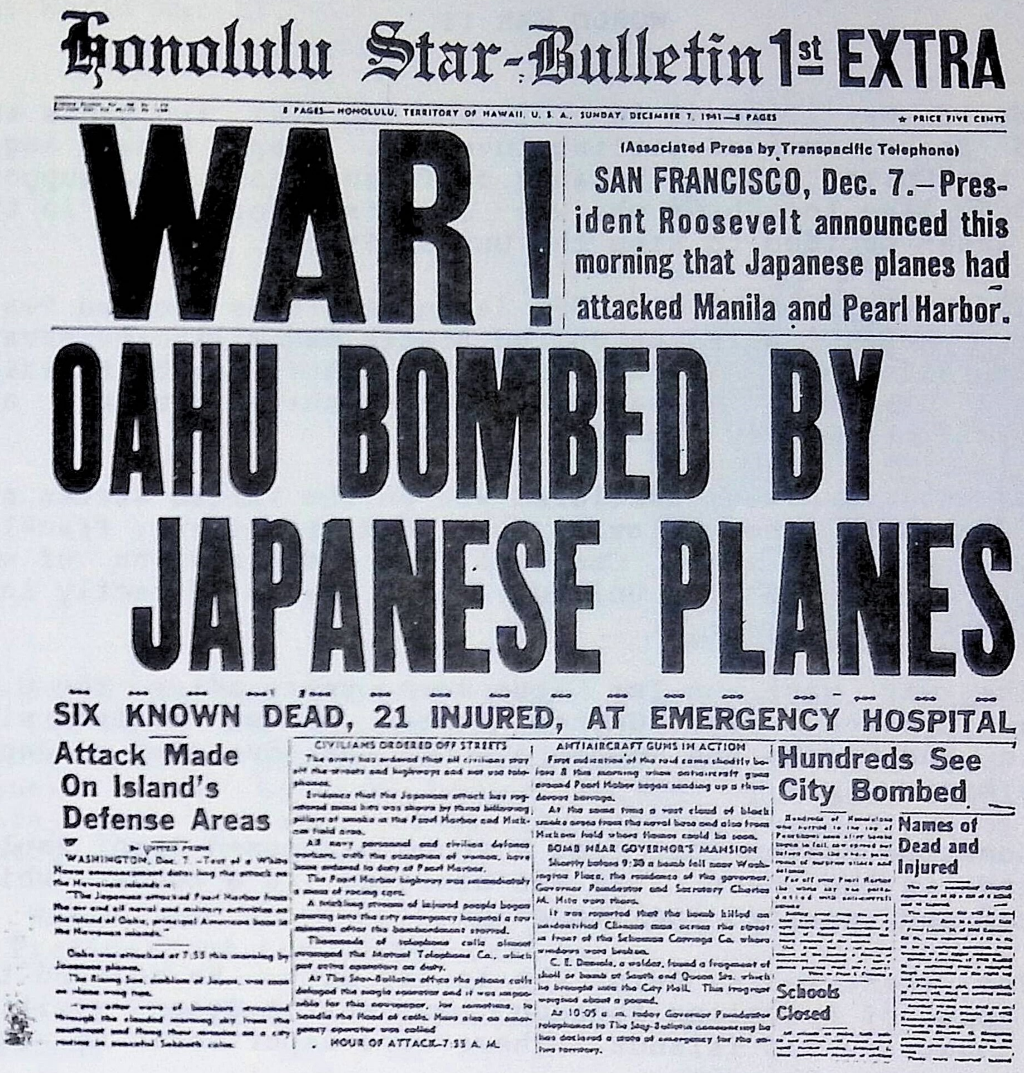
A PARTING MESSAGE



WORLD WAR II



1939-1945



Honolulu Star-Bulletin 1st EXTRA

8 PAGES—HONOLULU, TERRITORY OF HAWAII, U. S. A., SUNDAY, DECEMBER 7, 1941—8 PAGES ☆ PRICE FIVE CENTS

WAR!

(Associated Press by Transpacific Telephone)

SAN FRANCISCO, Dec. 7.—President Roosevelt announced this morning that Japanese planes had attacked Manila and Pearl Harbor.

OAHU BOMBED BY JAPANESE PLANES

SIX KNOWN DEAD, 21 INJURED, AT EMERGENCY HOSPITAL

Attack Made On Island's Defense Areas

By UNITED PRESS

WASHINGTON, Dec. 7.—Text of a White House announcement detailing the attack on the Hawaiian islands is:

"The Japanese attacked Pearl Harbor from the air and all naval and military activities on the island of Oahu, principal American base in the Hawaiian islands."

Oahu was attacked at 7:55 this morning by Japanese planes.

The Rising Sun, emblem of Japan, was seen on plane wing tips.

Wave after wave of bombers streamed through the clouded morning sky from the southwest and flung their missiles on a city resting in peaceful Sabbath calm.

CIVILIANS ORDERED OFF STREETS

The army has ordered that all civilians stay off the streets and highways and not use telephones.

Evidence that the Japanese attack has registered some hits was shown by three billowing pillars of smoke in the Pearl Harbor and Hickam field area.

All navy personnel and civilian defense workers, with the exception of women, have been ordered to duty at Pearl Harbor.

The Pearl Harbor highway was immediately a mass of racing cars.

A trickling stream of injured people began pouring into the city emergency hospital a few minutes after the bombardment started.

Thousands of telephone calls almost swamped the Mutual Telephone Co., which put extra operators on duty.

At The Star-Bulletin office the phone calls deluged the single operator and it was impossible for this newspaper, for sometime, to handle the flood of calls. Here also an emergency operator was called.

HOUR OF ATTACK—7:55 A. M.

ANTIAIRCRAFT GUNS IN ACTION

First indication of the raid came shortly before 8 this morning when antiaircraft guns around Pearl Harbor began sending up a thunderous barrage.

At the same time a vast cloud of black smoke arose from the naval base and also from Hickam field where flames could be seen.

BOMB NEAR GOVERNOR'S MANSION

Shortly before 9:30 a bomb fell near Washington Place, the residence of the governor. Governor Poindexter and Secretary Charles M. Hite were there.

It was reported that the bomb killed an unidentified Chinese man across the street in front of the Schuman Carriage Co. where windows were broken.

C. E. Daniels, a welder, found a fragment of shell or bomb at South and Queen Sts. which he brought into the City Hall. This fragment weighed about a pound.

At 10:05 a. m. today Governor Poindexter telephoned to The Star-Bulletin announcing he has declared a state of emergency for the entire territory.

Hundreds See City Bombed

Hundreds of Honolulans who hurried to the top of Punchbowl soon after bombs began to fall, saw spread out before them the whole panorama of surprise attack and defense.

Far off over Pearl Harbor the whole sky was polka-dotted with anti-aircraft smoke.

Schools Closed

Names of Dead and Injured

INTERVIEWER: Zack Waters
INTERVIEWEE: Berni Pauley (Friend)

WORLD WAR II

World War II began in 1939 and for over two years the United States avoided getting involved. Japan became angry with the United States because of friendliness and support the U.S. gave to China who was Japan's major enemy in the war. Japan decided to stop the United States.

On December 7, 1941, 360 Japanese planes bombed Pearl Harbor, Hawaii, where the United States had military, naval, and aircraft bases. The United States lost 4 big battleships and 174 planes. Several other battleships, cruisers and destroyers were badly damaged.

Japan immediately declared war on the United States and Great Britain. The following day, U.S. President, Franklin Delano Roosevelt, asked Congress for a declaration of war against Japan and the United States headed directly into World War II.

The war went on for four more years after the U.S. became involved. The United States became allies with Britain and France and fought against the countries of Japan and Germany.

Sometime during that time a young man named Berni Pauley enlisted in the Navy. He was assigned to a tender which serviced and repaired smaller ships.

For three years, Berni was in the Navy. He enjoyed the experience of traveling through the Pacific Ocean visiting other countries and islands. These were experiences he would have never had otherwise.

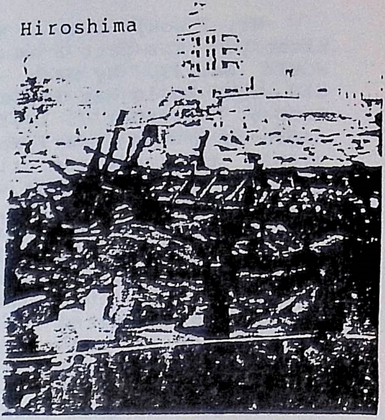
But there were scary experiences, too. One day his ship was headed toward Pearl Harbor and a U.S. plane was shot down nearby. His ship rescued three remaining survivors but many lives were lost.

One other time Mr. Pauley's ship started leaning to one ide and it felt like it was going to tip over. He was wenty feet below the top deck on a lower deck and could feel he ship leaning but he did not know what was going on. veryone on the top deck quickly scattered out to put the hip back in balance.

In August of 1945 the war came to a devastating halt. The United States dropped two atomic bombs on the towns of Hiroshima and Nagasaki in Japan. The two attacks killed more than 100,000 persons and injured 110,000.

Berni Pauley was a brave contributor to World War II. As a result, he earned a Good Conduct Medal. We are proud that he has been a contributor to our book and our learnings about World War II.

Hiroshima



INTERVIEWER: Erica Buckley
INTERVIEWEE: Jack Newton (Friend)

WORLD WAR II

In 1941, the Japanese bombed Pearl Harbor. When they had the War, the United States felt like the people were supporting the government fighting the Germans and the Japanese. The Germans bombed Poland, England, Austria, France, and Holland. Jack thought he should serve his country.

World War II lasted four years while Franklin Roosevelt was President of the United States.

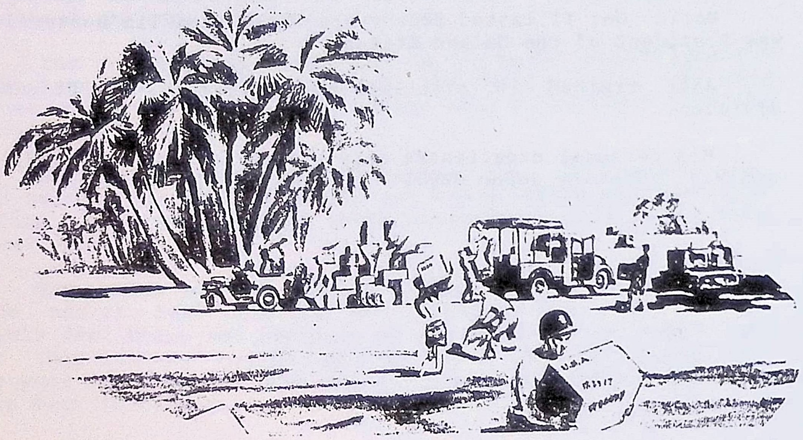
Jack trained in artillery and served in the finance division.

His personal experiences were V.E. (Victory Europe day), and V.J. (Victory Japan day).

INTERVIEWER: Kelly Brennan
INTERVIEWEE: Maxine Osborn (Grandma)

WORLD WAR II

Hi, I would like to give you a little lesson in American history. The part I am going to give you a lesson about is World War II. My name is Maxine Osborn. I was nine years old when World War II started. We were sitting at home on Sunday, December 7, 1941, when we heard the news about the Japanese bombing Pearl Harbor. After hearing the news we sat around the radio and cried. I lived in Malcom when the war started and then later we moved to Grinnell, Iowa. The war really didn't affect me, but, I had older brothers that went to war. Also I had a uncle and some cousins that went to war, too. When they left, we all cried. I can remember waiting for the mail (to see if we got any mail from them.) When the war ended there was a big bon fire. Everybody celebrated. During the war I had a paper route. We didn't do anything for entertainment because we had a big family. I felt terrible about all the families that lost somebody in the war. My family was lucky because everybody came back unharmed. So that concludes your lesson in American History in World War II.



INTERVIEWER: Tracy Trout
INTERVIEWEE: Dale D. Anderson (Grandfather)

WORLD WAR II

Japan's surprise attack on the United States was in Hawaii at Pearl Harbor on December 7, 1941. That's when the United States entered World War II. Many ships and many soldiers lives were lost. Mr. Anderson said he did not like the war, but he thought the United States did the right thing at the time. Mr. Anderson received his notice, August 29, 1945 to join the service.

When he was in training he had lots of buddies. They did calisthentics, a kind of exercise. Mr. Anderson said, "I liked the training." After basic training he was sent from Camp Couder to Fort Myers Post, Virginia.

Mr. Anderson had a gun that he carried in the military. He never used the gun in the war zone. Mr. Anderson wore a uniform all the time in his training. During the working hours (especially for the first year) and then after a year when you were off duty you could wear civilian clothes. Otherwise you had to be in a uniform. There were different uniforms for each season. Khaki is cotton for the summer. OD (olive drab) is wool for the winter. Fatigue clothes are like blue jeans with BIG pockets in them worn when they were working.

When he was not on duties Mr. Anderson worked in a restaurant. He never was sent overseas. He stayed in the United States. He didn't go home for three or four months. He took furlough (vacations) for 2 weeks.

INTERVIEWER: Randy Thompson
INTERVIEWEE: Bud Courtney (Grandfather)
(Due to illness, this interview was done by letter)

WORLD WAR II

Dear Randy,

Here is my interview about me in the Army.

I enlisted in the Army in 1944 when I was sixteen (I lied about my age, and Dad signed for me.)

Because of my size (5'9 1/2" and 139 lbs.) they put me in the Army Air Force. The Air Force was part of the Army in those days.

World War II was in progress at that time. I was sent to Wichita Falls, Texas, where I was trained as a radio operator and a waist gunner on a B26. A waist gunner is in the middle of the plane. A turrent gunner is on the top and the bottom of the plane. A tall gunner is in the back of it.

After training I was sent to the 8th Airforce in England. I was only overseas seven months and the war was over. I only flew eight or nine missions...(I think they knew I was too young.)

After the war was over, I got to thinking that all of Europe I had seen was in the air. So, I resigned up for three more years and stayed over there. I had my M.O.S. number changed, and I went to Quartermaster Core M.O.S. which means military occupation specialist.

I went to Wiesbaden, Germany, where I was assigned to the Airforce supply depot. That is when I got to see a lot of Europe from the ground. In fact, for awhile I saw too much of it.

As you know, Germany was divided up into 4 sections after the war between us and our allies: England, Russia, France and the United States. Berlin is the capital and it was divided into four sectors. But somehow things got goofed up. Russia put a blockade in their sector of Germany and Berlin would not let anyone use their roads or railways to get in supplies. (Food, medicine, etc.) So the only way to get supplies in was to fly them in and so they did.

But to get the supplies into Germany they had to be sent over by boats or flown into big Quartermaster Units all over Europe. Then we at Wiesbaden had to drive convoys of trucks all over to get them so we could bring them to Wiesbaden so we could fly them into Berlin. We went to Bremachaven, Germany, France, England and anywhere they had something that was needed at the time, so they could fly it in. Sometimes we went many days without rest or sleep to get it to Wiesbaden right away only to be sent right out again for some more of something else. Needless to say, there were many wrecks, mostly due to lack of sleep and being overly tired. Some wrecks were serious, some were minor and a very few were fatal. There were some airplane crashes, too, and they were all fatal.

Thank heavens it didn't last too long. We were given citations for our efforts in the "Great Berlin Air Lift" and that is the highlight of my military career.

Sometime after I got out in 1949, the Airforce was declared a military unit of its own. (United States Airforce) and Wiesbaden is the headquarters for the Airforce in Europe. (U.S.A.F.E.)

Love ya and miss ya,

Grandpa Bud

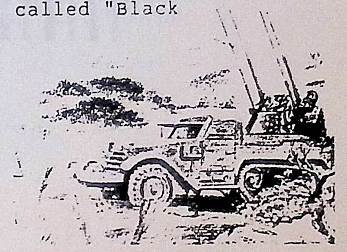
P.S.

B - stands for Bomber
P - stood for Pursuit, but now they've changed it to...
F - Fighter

Now:

B - still stands for Bomber
F - is a Fighter
A - is an Attack plane

When I was in Europe, we had a few attack planes I think they were experimental. They were planes that carried bombs. They were small bombers, but not near fast enough and they didn't have enough fire power. They usually flew at night and all were painted black. We lost a lot of them because of their lack of speed and fire power and they couldn't carry too many bombs. They were called "Black Widows" because so many men were killed.



INTERVIEWER: Adam Janik
INTERVIEWEE: Marv Hinkle, neighbor

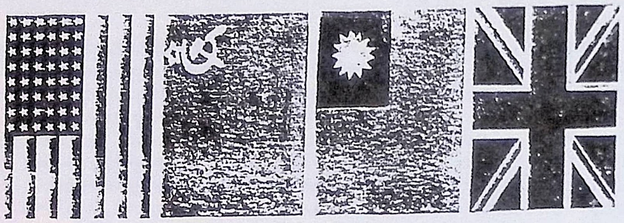
WORLD WAR II

Marv Hinkle, my neighbor, is sixty-one years old. He was drafted into the service when he was eighteen years old. Then he was sent to Jefferson Barracks, St. Louis, Missouri. He was sworn into the Army, given basic skills tests and then his uniforms.

Next he was sent to boot camp for seventeen weeks. There he was trained how to stay alive and how to kill.

After basic training the men were sent to the European Theater as a replacement in one of the United States Armies. Mr. Hinkle was sent to Europe. After arriving in Europe he was sent to the 51st Armored Infantry Battalion of the 4th Armored Division of Payton's 3rd Army.

After the war Mr. Hinkle went to college and then got married. Later he was called to Korea again.



INTERVIEWER: Kelly Brennan
INTERVIEWEE: Keith Osborn (Grandfather)

SURVIVING DURING WORLD WAR II

Hi, I am Keith Osborn. I was thirteen when the war started. I would like to tell you about some things that happened during the war. When Japan dropped bombs on Pearl Harbor everybody was crying. They couldn't believe it because we didn't do anything to them. They sneaked in on us and we weren't ready for them. Everybody was upset because they assumed we would have to go to war. When we declared war we knew we were in for a long haul. I was young but it was still long. We knew we were going to lose a lot of lives on both sides. We had to protect ourselves and it's bad news when you have to declare war. There was nothing we could do. I thought I might end up going later, but my two brothers went to World War II. One brother went to Hawaii and repaired guns for about thirty-six months. The other one went to Saipan, Iwo Jima and Japan. Outside of his nerves and being white headed you can't say that he got hurt. He did get Dungi Fever, like malaria. That has never done him any good. It has been hard on him. Also, two brothers-in-law of mine went to war. Nobody wanted to go way down deep, but you owed the government at that time two years of active time and six years of inactive time. So you owe the government eight years of your life. Everybody was sad, but they were willing to give up their lives for us and for the people of now. When all my brothers and brothers-in-law came back we were really lucky. I had lots of jobs even though I was young. I didn't take over any of my brothers' jobs. I worked in a filling station, a produce house; I worked for the bread man; I helped my father and other people. I collected keys. They wanted the keys so we would give them the keys. We didn't have a T.V., so we listened to the Barn Dance Frolic on WHO on Saturday nights. We went out and played like any other children. Everybody knew when the war was over because they announced it on the radio, blew the sirens, and anything else you could imagine. At Town Square they had a bonfire where you had to throw your hat into it or they would do it for you. Even the policeman lost his hat in the fire. That was a big celebration.

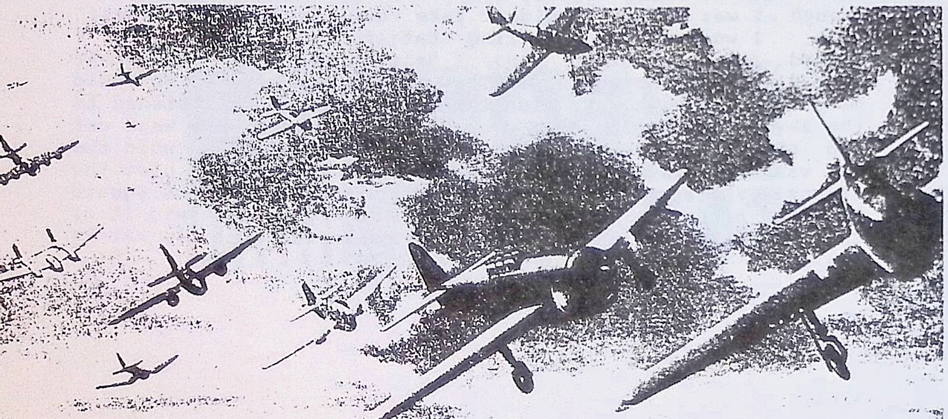
INTERVIEWER: Kelly Brennan
INTERVIEWEE: Dean Brennan (Grandfather)

WORLD WAR II

Hi, I am Dean Brennan. I would like to tell about World War II. I was not too concerned about the war. When Japan dropped bombs on Pearl Harbor, I thought Hitler was a "crazy paper hanger." When Japan dropped bombs on Pearl Harbor everybody was upset and scared. I never thought we would get bombed. After we had been bombed my friend and I wanted to enlist in the service, but his parents and my parents wouldn't let us.

We wanted to win. Later my parents hated to see us go, but we had to go. I had two brothers and two brothers-in-law in the service before me. We had to go so we went.

I went overseas January, 1945. I was overseas until January, 1946. I was fighting from January 1945 until August 1945. Then I was in the Army Occupation until January, 1946. Then I went back home. When I was drafted, I was an Aerial Gunner on a bomber. We dropped a lot of bombs. I didn't care for it, but it was my job. When Italy lost their empire I thought they got what they deserved. I feel we got a raw deal in Germany. I think we should have had the whole country. Russia should not have gotten that part of the country. It was a great experience, but I never want to do it again. I hope it never happens again.



INTERVIEWER: Anne Howsare
INTERVIEWEE: Raymond Howsare (Grandpa)

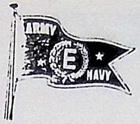
MY GRANDPA

My grandpa, Raymond Howsare, was a cook and a jeep driver in the Army during World War II. He was paid $21 per month and sent some of that money to his mother. Grandpa had never been away from home for a long period of time, so he missed his girlfriend, my grandma, Marie Howsare. Once he was really homesick and he called Marie and reversed the charges. He talked so long that the bill was $18.75!

During the war Marie worked for the Arsenal. She did the payroll for three years. She was paid $27.50 per week. Grandma usually worked nights. She said, "It kept me out of trouble."

Four years later, the two got married and they have been married for 39 years. In April of 1988, they will celebrate their 40th Anniversary.

INTERVIEWER: Melissa Kozma
INTERVIEWEE: Ernie Kozma (Grandfather)



WORLD WAR II

The invasion of the Philippines began on January 9, 1945, at Lingayen Gulf.

Artillery was used to destroy enemy positions and to destroy enemy personnel.

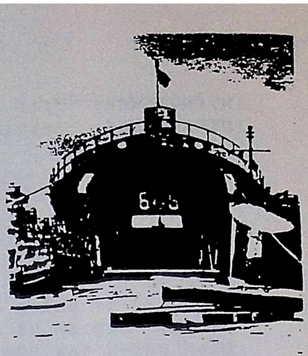
The guns my grandfather used were 155 m.m.'s. Everyone stood behind enemy lines, about six miles, because of the range of the guns.

Ernie Kozma, my grandfather, never got badly hurt or shot in the war because he was in what you call the "Corps Artillery." He was farther back from the enemy than most of the people because of the range of guns. Ernie, however, contracted malaria.

World War II was different from any other war, because there never had been a war where so many people were involved. There were 9,608,187 people in this war and 353,187 died.

This most famous of all World War II pictures shows the flag being raised on Iwo Jima. A sculpture of this scene stands in Arlington, Virgina.

INTERVIEWER: Cory Cruse
INTERVIEWEE: Marlyn Cruse (Grandfather)



WORLD WAR II

It was three years after the Japanese bombed Pearl Harbor, on December 7, 1941 and the United States entered World War II, that my grandfather, Marlyn Cruse, enlisted in the Army. During the three years that he served in the Army as a technician 4th grade, which is about the same as a (Sergeant), he served as a medic in a Naval hospital.

My grandfather was trained overseas in Japan at the 165 Station Hospital which is like a mash unit. There are two kinds of medics - one that works in the hospital and one that works in the front lines. My grandpa never worked in the front lines. A medic is like a practical nurse. He helped in the operation room, gave shots and pills, took temperatures and things like that. He mostly treated general sicknesses like jeep accidents or the flu. He treated very few war related wounds.

The food they ate then was a lot different than what we eat now. They had C rations which were two cans, one with four cookies and one with hash, and K rations, which was a box with a small can of cheese and a chocolate candy bar. The candy bar took thirty minutes to eat and had the whole meal in it. If you ate it too fast, you would get sick.

They got around mostly by military transportation when they were on the islands. When they moved from island to island, they used ships. My grandfather was on four different ships, the L.S.T. 648, the P.A. 90, a Merchant Marine transportation ship, and an Army hospital ship that was built by Kaiser. When not on ships they slept in tents.

When the war ended everyone was happy the war was over and that we had won. Military regulations or rules became stricter and you had to follow the rules more closely than you did during the war. You had to spit polish your shoes, salute every officer, and make sure you wore your dress uniform when you were supposed to.

I asked my grandpa how he felt about serving in the war. He said,"I was proud to serve my country and I would do it again." I am proud of my grandpa, too, and I'm glad he shared information with me about World War II. I learned a lot.

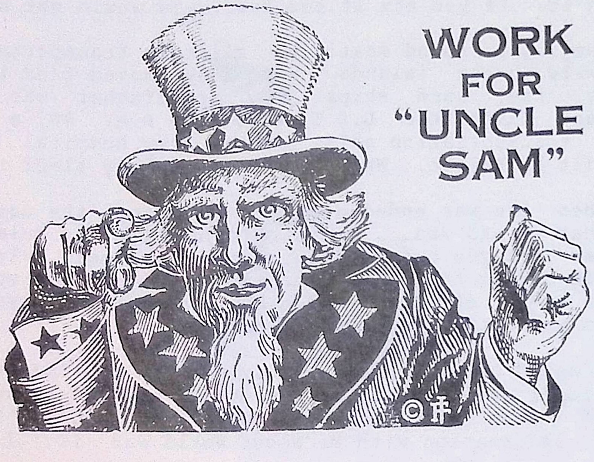
INTERVIEWER: Kris Brotherton
INTERVIEWEE: Marvin Thompson (Grandfather)

WORLD WAR II

My grandfather, Marvin Thompson, joined the National Guard in November, 1940. He was sent to Camp Claybourne for about one year. Then came the attack on Pearl Harbor by the Japanese on December 7, 1941.

After the attack on Pearl Harbor grandpa was sent to the East coast where he joined the 194 F.A. Artillery and from there he was shipped overseas on the S.S. Montrey with 7,000 soldiers aboard the ship. They were on the water for fourteen days to reach Africa. There they regrouped and went by convoy for another 900 miles along the east coast of Africa. Then they boarded the ship again to cross the Mediterranean to Naples, Italy. Then by convoy again, they went to Cassins. Here were the firing lines (war). They followed all through Rome, Pisa, and Florence, Italy. After that they went to France, Austria, Luxemberg, and Germany.

On October 29, 1945 grandpa got back to the United States and received his honorable discharge out of the service.



INTERVIEWER: Heidi Thompson
INTERVIEWEE: Margie Hansen (Friend)

Hi, my name is Heidi Thompson and I'm going to tell you about the person I interviewed. Her name is Margie Hansen and I interviewed her about her Aunt Anna who was being held in a concentration camp, during World War II, in Germany.

My Aunt Anna and her husband and daughter were thrown into the concentration camp. They had to go to the concentration camp because Aunt Anna was blind and her husband was hunchback. Aunt Anna's daughter was thrown into the camp because she was a child of two imperfect people so they thought that she was not perfect.

Mrs. Hansen's aunt died in that camp, but her uncle lived and immigrated to America, with his daughter. It was difficult being a German immigrant, especially for his daughter, who entered school in America. It was really hard at school because she couldn't speak English and all of the kids called her names.

It was sad for Mrs. Hansen to have an aunt in a concentration camp and it was sad because everybody talks about all of the Jewish people and not the German citizens that were non-Jewish that died in these camps.

INTERVIEWER: Talia Wiese
INTERVIEWEE: Robert Wilhelm (Friend)

WORLD WAR II

Robert Wilhelm was born in 1920 near the city of Odessa, in the Ukraine Republic of the Soviet Union near the Black Sea. There were nine children in his family: Six girls and three boys. He was the youngest boy. His father was a farmer who owned and managed a creamery, and also operated a threshing business which separated the wheat grain from the stalk.

After the Russian Revolution in 1917, the Bolsheviks (Communists) took control of the country. In 1929, Stalin's government told Robert's father that he would have to give the land he owned to the government. When his father refused to do this, their family was sent to a Siberian labor camp. His family and others were packed into railroad boxcars. There was a little potbelly stove in the center of the car and a little pot to be used for the bathroom in the corner of the car. It took three weeks to get to the camp. The only time they ate was when the train stopped to get coal and water. Their food consisted of rice, grains of wheat, and potatoes. They did not get any bread, eggs, or milk and it was several years before he ever ate those things again. About sixty miles from Odessa, his father helped the two oldest girls escape through a window in the top of the boxcar. They jumped off the car and walked back to Odessa. They hid themselves at the homes of some family friends and worked on their farms. There were about 170,000 other people who were sent to that labor camp. When they arrived at the camp, all of the people were tattooed on their wrists with numbers and letters which showed which camp they were assigned.

Robert was nine years old and only survived at the camp because he and his father worked for a lady feeding her sled dogs. Sled dogs were very important because they were the main source of transportation in this icy area. The camp was not surrounded by any fences and the guards were not concerned about anyone escaping because they were more than 100 miles away from any other type of civilization and the temperature was usually sixty degrees below zero. However, there was one railroad line that went through Siberia and in 1932, after being at this camp for 3 years, his father helped his mother, two sisters, and Robert escape. He dug a hole in the coal car and they crawled into the hole and rode in the coal car for several days without anything to eat or drink. When he escaped there were only 35,000 people left in the camp. The other 135,000 people were either killed by the guards, died of starvation, or froze to death.

After getting off the train, they walked to Austria and for the next several years his father supported the family by working on a farm. His mother died in Austria in 1937.

In 1938 German troops invaded Austria and the German dictator Adolf Hitler proclaimed a union between Germany and Austria. In 1941 Robert was told that he was to become a member of the German army. When the German officers found out that he could speak Russian fluently, they trained him for ten months to become part of a special unit to gain information about the location of Russian army camps. Disguising himself as a Russian soldier, he crossed into the Russian territory twenty to thirty times. Every time he crossed the border he knew his life was in danger, because he had the tattoo which identified him as a prisoner of one of their labor camps and if he had been caught, he would have been hung. Robert did this by himself because the chances of getting caught were greater if there was someone else with him. He did not care if he got caught, but he worried about the safety of others.

When he encountered a Russian soldier, he would ask for a password. If the soldier did not respond, he would threaten him with a gun. The Russian soldier would usually give him his name and location of the army camp so that Robert would not shoot him. Then he would take this information back to his unit and it would be forwarded to the German army headquarters.

Toward the end of the war, Robert's battalion had to retreat back from the Russian front because they were without enough ammunition to defend themselves and could not contact anyone for additional bullets and food. Their battalion had only one way to escape. Robert knew that if they headed in any other direction they would be captured by the Russian army. Even though Robert was not considered an officer, the German captain listened to Robert's advice to take their battalion through a rough, muddy, and forested area because he knew the Russian army would not follow them. Their only source of food for 90 days was the moss from the trees which they cooked and ate. Robert had two bullets in his gun which he would have used on himself in case the Russians tried to capture him. They finally reached an area where they could radio the German army and request supplies. The supplies were parachuted to them by plane. This German battalion that started out with 26,000 men had been drastically reduced to 191.

In 1943, Robert was in Russia and the army sent him to

France for a furlough. He was given his pay of 194,000 francs ($3000). While in France for forty-one days, he spent all of his money on luxuries like eggs, wine, brandy, milk, and bread and then he wired home for more of his money that the army had sent to his father. He used this money to buy items for his family like silk hose, food items and other luxuries which they could not purchase in Austria.

After surviving and not being captured by the Russians, Robert was captured by the American army on May 5, 1945, and taken to a prisoner of war (POW) camp. The very next day the war ended. He was kept in this camp for over a year because he had belonged to a special unit and the Americans wanted all the information that he had acquired during the war. During this year, he worked for the Americans in the camp post office. He said that this camp was paradise because he had all the food he could eat and a soft bed to sleep in every night. This was the first time in many years that he had not felt hunger.

While in the POW camp, he learned about the killing of the Jews in the concentration camps by looking at films. He was shocked at what he saw and had no idea that this was happening. The only thing that he had been told by the Germans about these concentration camps was that the people were just as well off as he was in the army.

After the Americans released him in 1946, he went back to Austria to see his father and sisters but they were no longer there. He tried to find them but without success. He wrote to a family friend in Odessa, Russia, and through many contacts and after thirteen years of searching, he discovered that the Russians had taken his father and sisters back to a Russian labor camp. His father died there in 1961.

While in Austria, Robert managed what was considered to be large farms. One was sixty acres and the other farm was forty acres. In 1946, one week before Christmas, he met his wife Clara, when she came to work on the farms. They were married on April 5, 1947.

In 1948 Robert and Clara applied for papers which would enable them to come to the United States. Ever since his time in the labor camp, he could remember the older people talking about going past the "mother of goddess" where the Communists would never be able to touch them again. He discovered that the "mother of goddess" that they referred to was actually the Statue of Liberty. He wanted to become a part of America where the Communists would not be able to touch him again. Because of the immigration quotas, he was not able to immigrate to the United States until 1953. The Lutheran Church of America helped Robert, his wife, and their two small boys to acquire the necessary papers that made it possible for him to immigrate to the United States. It took eighteen hours by plane to get to the United States from Europe. After going through the immigration procedures, they were met by two women from the Lutheran church at the airport and taken to the bus depot in New York City. The bus took them to Chicago and they were met by another woman from the church and she took them to the next bus which took them to Clinton. Vic Stueland, their sponsor in the United States, and Robert Jacobi met them at the bus depot and brought them to the Stueland farm near Calamus where the family lived and worked for several years. Robert and Clara later purchased their own land and continued to farm this land and raise hogs.

Robert said that the American people are the friendliest and most helpful people in the world, and a person could not go to any other country and find people like them. He stated that the freedom of the press was very important to him. His last comment was that if the Americans went to war with a Communist country, he would fight for America.

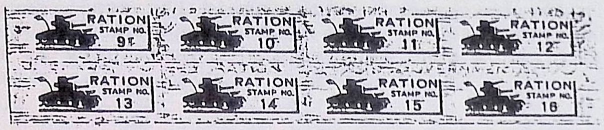
When I interviewed Robert Wilhelm, even though I found it hard to understand him because of his German accent, I really liked him and enjoyed interviewing him. I felt that I was right there with him as he was talking about his experiences in the boxcar and escaping in the coal car. I learned how important freedom was to him, and that we do not appreciate the freedom that we have in this country as much as we should.

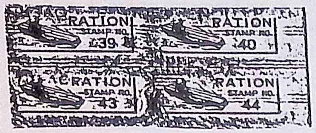
TERVIEWER : Keith Thoma
TERVIEWEES: Meta Frerichs (Aunt)
Thelma LaBarge (Friend)

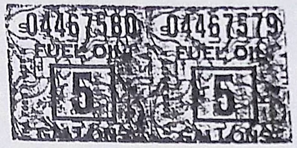
LIFE DURING WORLD WAR II

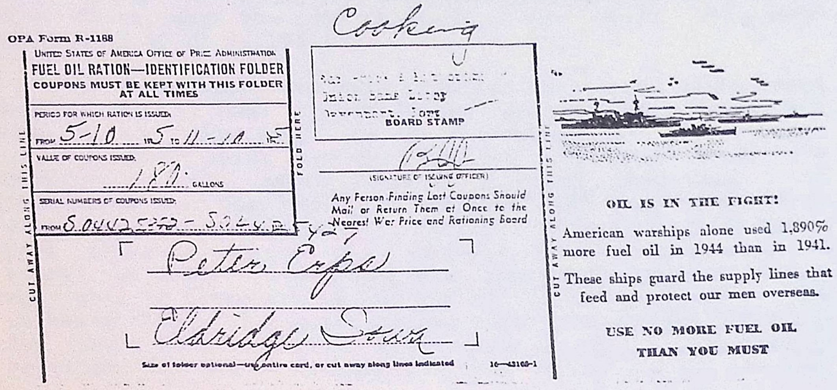
Meta Frerichs of Clinton, Iowa, and Thelma LaBarge of
ldridge, Iowa enjoy stories to tell about life during World
ar II.

Many things were rationed in World War II. Meat, sugar,
utter, and flour had to be bought with ration ticket.
Ration tickets could be used in all stores, but you couldn't
use them on the black market. People also used them for
ladies' silk hose, clothing, shoes and gasoline. Since
gasoline was rationed, people traveled by train, on foot, or
with bicycles.









Cooking

OPA Form R-1168

UNITED STATES OF AMERICA OFFICE OF PRICE ADMINISTRATION
FUEL OIL RATION—IDENTIFICATION FOLDER
COUPONS MUST BE KEPT WITH THIS FOLDER AT ALL TIMES

PERIOD FOR WHICH RATION IS ISSUED:
FROM 5-10 19 5 TO 11-10 19 45

VALUE OF COUPONS ISSUED:
180 GALLONS

SERIAL NUMBERS OF COUPONS ISSUED:
FROM S0442580 - S24427

FOLD HERE

BOARD STAMP

(SIGNATURE OF ISSUING OFFICER)

Any Person Finding Lost Coupons Should Mail or Return Them at Once to the Nearest War Price and Rationing Board

Peter Erpe
Eldridge Iowa

Size of folder optional—use entire card, or cut away along lines indicated 16—43160-1

CUT AWAY ALONG THIS LINE

OIL IS IN THE FIGHT!

American warships alone used 1,890% more fuel oil in 1944 than in 1941.

These ships guard the supply lines that feed and protect our men overseas.

USE NO MORE FUEL OIL
THAN YOU MUST

Everyone helped out. Those with cars shared rides. Everyone shared food with their neighbors. Volunteers for the Red Cross made breakfast, lunch, and dinner for the soldiers passing through on the train. If it was past a mealtime, the volunteers made sandwiches and coffee.

CIVIL DEFENSE PREPAREDNESS

PREPARE:

Your family shelter and equip with two-week supply of food and water, first aid kit, battery radio.

Evacuation kit for your automobile with food, water, first aid kit, battery or car radio, blankets.

LEARN:

1. Warning signals and what they mean.
2. Your community plan for emergency action.
3. Protection from radioactive fallout.
4. First aid and home emergency preparedness.
5. Use of CONELRAD—640 or 1240 for official directions.

Citizens had to follow Civil Defense rules & regulations. When the Civil Defense sirens sounded, people had to turn off all the lights in their houses. That way, if an enemy plane was flying overhead, the pilot wouldn't know there were people in the houses. People were also ordered to keep a two-week supply of food, water, and blankets in their houses, as well as a battery powered or electric radio.

Meta had three nephews who fought in the war. Jack Huber & Tom Baldwen fought in the Navy. Carl Frerichs fought in the Army.

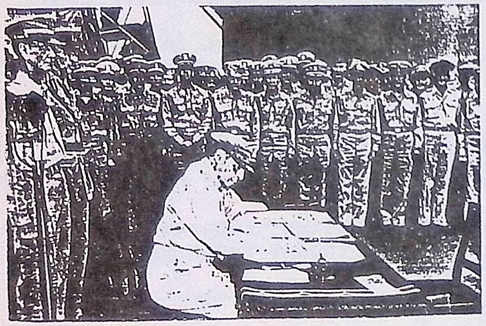
Thelma remembered an especially scary time during the war when she and her family lived in Louisiana. "We thought a German boat had exploded in the Gulf of Mexico," she said.

I enjoyed interviewing Thelma LaBarge & Meta Frerichs because I learned a lot of things I never knew before!

INTERVIEWER: Jill Sager
INTERVIEWEE: Bess Wellner (Grandmother)

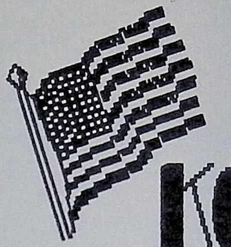
INTERESTING FACTS ABOUT YOUNG PERSON'S LIFE AT THE END OF WORLD WAR II

Hi, my name is Bess Joanne Wellner and I'm going to tell you about some of the interesting facts about life when I was fourteen years old and what happened in my city when World War II ended. In 1945 the fashion for boys was: letter sweaters, jeans and slick shoes (they were usually black). For girls they wore: full skirts going to the knees, white blouses with lace, slacks, knee high socks and anklet socks. For shoes they wore penny loafers. They wore wool coats and wool hats and scarfs. The schools back then were much the same as today. Some of my favorite things to do were to go roller skating on the sidewalks and to go to the movies every Saturday night for only twenty-five cents. We took a bus to the movies for only five cents. I also liked going bike riding with my family. We liked to go to rodeos, too. When we went shopping we needed coupons to buy things like gas and food. The day World War II ended was a celebration for everyone. They had a parade because it was in the Spring. They even had a watermelon feast, but they did not have anything to cut the watermelon. Two girls had metal fingernail files and that's what they used to cut the watermelon. It was a day to remember always!

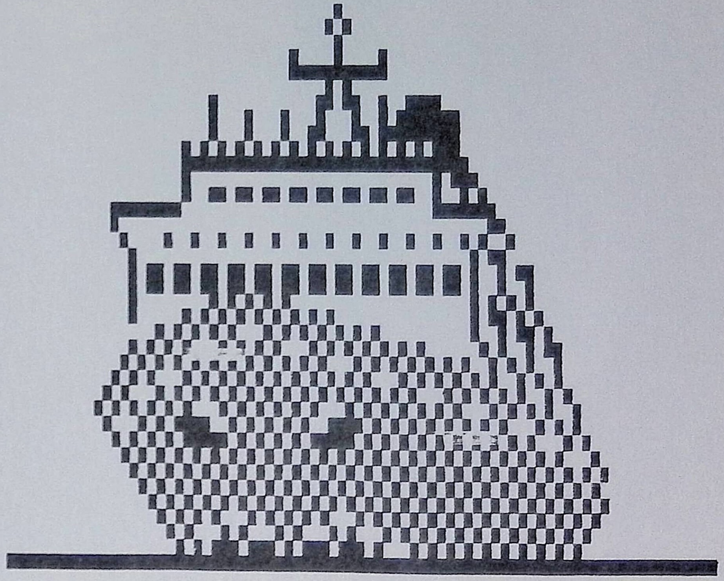


General of the Army Douglas MacArthur signs the surrender document at formal ceremonies aboard the USS Missouri in Tokyo Bay. Behind him are U.S. General Jonathan Wainwright (left) and British Lieutenant General A. E. Percival, both of whom had previously surrendered to the Japanese.

U.S. ARMY PHOTOGRAPH



KOREAN WAR



1950-1953

INTERVIEWER: Brad DuFloth
INTERVIEWEE: Don Waggoner (Grandfather)

THE KOREAN WAR

Hello, my name is Brad DuFloth and I just interviewed a man named Don Waggoner about the Korean War. Don Waggoner went to boot camp in 1947, in Hawaii. After boot camp he went to Korea with 15,000 other men on a troopcarrier. He was a hospital corpsman for the Navy connected to the Marines. The reason the war started was because there were two Korean parts, the North part and the South part. The North part wanted to have the South, too. So that's how it started. Don's commanding officer was a major in the Marines. He was attached to the Eleventh Marines with a 105 Howitzer. He was over there for one year and a half. For nine months he was on the front line and for six months he was with a medical company, which was a military field hospital. He sewed up people. He took care of all minor wounds and serious ones until doctors came. Sometimes he even helped the enemy. He would call for a helicopter and tie the people on the side of it, to take them to the hospital. He came out of Korea in 1952. After Korea he was attached to the Seabees and U.S.S. Interped (carry, and C.V.A.). He retired from the Navy in January of 1967.

INTERVIEWER: Josh Arnold
INTERVIEWEE: Bob Arnold (Josh's Grandfather)

KOREAN WAR

The Korean War started because the North Korean Communists crossed the 38th parallel (the boundary between North and South Korea) and attacked the South Koreans.

Bob joined the service when he was twenty-one years old. When he got to basic training they were issued equipment and clothes, and received shots and were given haircuts.

Bob liked serving his country. He was stationed in Tokyo, Japan. His training was combat drills, paratrooper training and guard training.

The people whom he guarded were General Mathey R. Ridgeway and General Mark Clark.

INTERVIEWER: Shanda Dennis
INTERVIEWEE: Don Peterman (Grandfather)

THE KOREAN WAR

The Korean War began in the year 1950. It started because the Americans wanted to stop the spread of communism and let everyone be free. The Koreans didn't agree with us, so, we had the Korean War.

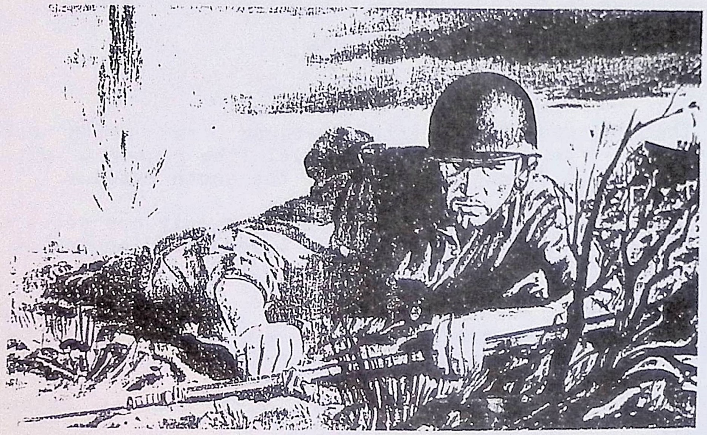
Don Peterman, my grandpa, fought in the Korean War. He was transferred to Korea from the United States.

He said the Korean War, "Was like all wars." When asked if it was scary he replied, "Yes, when people get killed it's always scary."

In the war the soldiers ate "C" rations. "C" ration is a daily allowance of food in the Army or Navy.

The Korean War ended because the Koreans & Americans negotiated.

When Don was asked about personal experience stories, Don said, "I had to stand in a field at 40° below zero, naked, taking a bath in a helmet, and also seeing pigs eat dead people."



INTERVIEWER: Ryan Bare
INTERVIEWEE: Mr. Hat Taylorsen (Friend)

KOREAN WAR

My name is Ryan Bare and I interviewed Mr. Hat Taylorsen.

Mr. Taylorsen was over in China for the U.S. intelligence. While he was there he got captured by some Chinese men.

Mr. Taylorsen was put in a prison that was made out of brick and built in the sixteenth century. The windows were barred up so no one could get out. The cell he was in only had one window. It was very cold. They had no toilets and slept on hay. They only ate once a day Mr. Taylorsen spent fifteen months in the prison.

Mr. Taylorsen had to speak just Russian when he was there because he had a Russian passport and if they found out he was an American they would have killed him.

When the war ended the prisoner knew they had to escape or be killed. They knew they might get caught, but it was either sit there and wait until their captors come to get them or try to escape. They made a plan that day to escape.

The next day when the two guards were walking down the aisle the prisoners grabbed then and overpowered them. Then two Koreans put on the guards' clothing, because they look the most like them. Then the Korean acted like they were taking the prisoners to work on the roads. The Chinese soldiers couldn't recognize the Koreans because most of them were in high-watch-towers.

Five of them, including Mr. Taylorsen, walked southeast to Taiwan. Two of them died of hunger or sickness. They had to kill animals for food. When they reached a beach they had to kill two people because they were going to report them. They took the kids with them. On the shore they built a raft and sailed out. A boat out on the ocean finally saved them.

If I was in that prison I wouldn't have probably lived because I'm too little and would have died of starvation. I'm just glad Mr. Taylorsen lived to tell the story.

INTERVIEWER: Angie Ragona
INTERVIEWEE: John Ragona (Grandfather)

KOREAN WAR

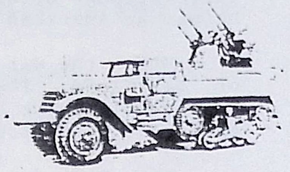
The war was about how the North Koreans were trying to push communism on the South Koreans. And in some ways even today the North Koreans are still trying to push communism on the South Koreans.

The Korean war lasted thirteen months. It broke out on 1950, around Thanksgiving.

My Grandpa did not want to be in the war. He had been in the service since 1948. My grandpa was very happy when the war was over. He was supposed to be in the service for three years but he was in there for four. When it was over they were rotated. Rotation had meant that they were going home.

In the service my Grandpa had met all kinds of people.

INTERVIEWER: Maria Higareda
INTERVIEWEE: Bob Higareda (Father)



KOREAN WAR

Bob Higareda was living in Galesburg, Illinois, when he joined the Navy. This was at the time of the Korean War which was taking place in the Northwestern part of Korea.

His memories of it are being afraid and scary. The food he ate while in the Navy was regular cold food cooked over a fire. The worst part of the war was when his roommate died. One unusual happening during the war was when one fellow, a friend of Mr. Higareda's was running into the dugout carrying a gun and tripped over a dead American. The fellow's gun accidentally went off and killed a Korean.

Mr. Higareda was very happy when the war was over so he could return home to his family.

INTERVIEWER: Adam Janik
INTERVIEWEE: Joe Janik (Grandfather)

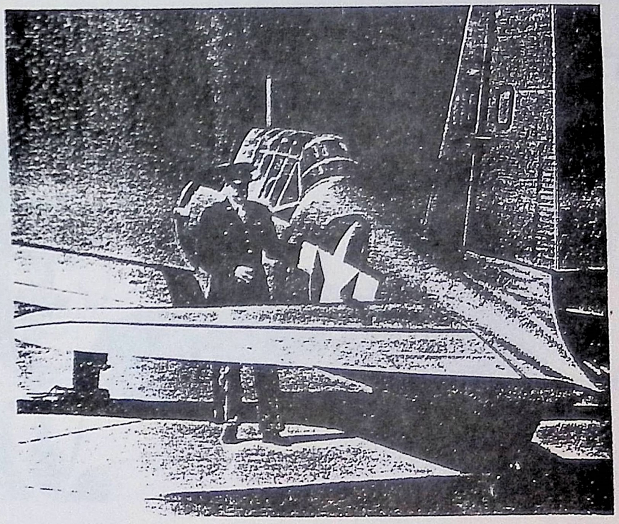
KOREAN WAR

My grandpa, Joe Janik, is sixty-one years old. His parents are from Czechoslovakia. They settled in Whiting, Indiana. He is the youngest of six children. His four brothers went into the service in the early forties.

My grandpa went into the service in 1945. He was eighteen years old. After thirteen weeks of training he was assigned a drill sergeant. He trained about 15,000 troops in his time there.

In 1946 he was assigned to occupational duty in Seoul, Korea. In Korea they were having a problem. The South Koreans were capturing some of his buddies.

He got married in 1946. Then had three children. Today my grandpa lives in Burlington, Iowa. He is retired from Case. Grandpa likes to do things in his workshop. He makes things out of wood.



INTERVIEWER: James Moore
INTERVIEWEE: John Spears (Uncle)

KOREAN WAR

It was June, 1950, and my Uncle John was sailing across the ocean. At this time the Communists of South Korea had infiltrated past the 38th parallel. North Korea did not have a well trained army. Because of this sixteen nations sent troops to fight in the Korean War.

In the war they used various kinds of transportation. They walked, drove or traveled in the new invention - the helicopter.

Telephone and telegraph communications workers, like my uncle, kept lines open between headquarters, and outlying divisions. They didn't fight.

There were some scary situations in the war. One was that you had to sleep out in the open in tents. Another was you ate in the field kitchens on enemy lines.

Many people lost their lives or were missing after the war. 1,407,382 people were missing. More than one million people, Communists and Americans, were killed.

I am glad my uncle, too, didn't get injured in the war. I appreciate my uncle's explanation to me about the Korean War. I learned a lot and others will to.

INTERVIEWER: Cory Cruse
INTERVIEWEE: Jack Hendrix (Friend)

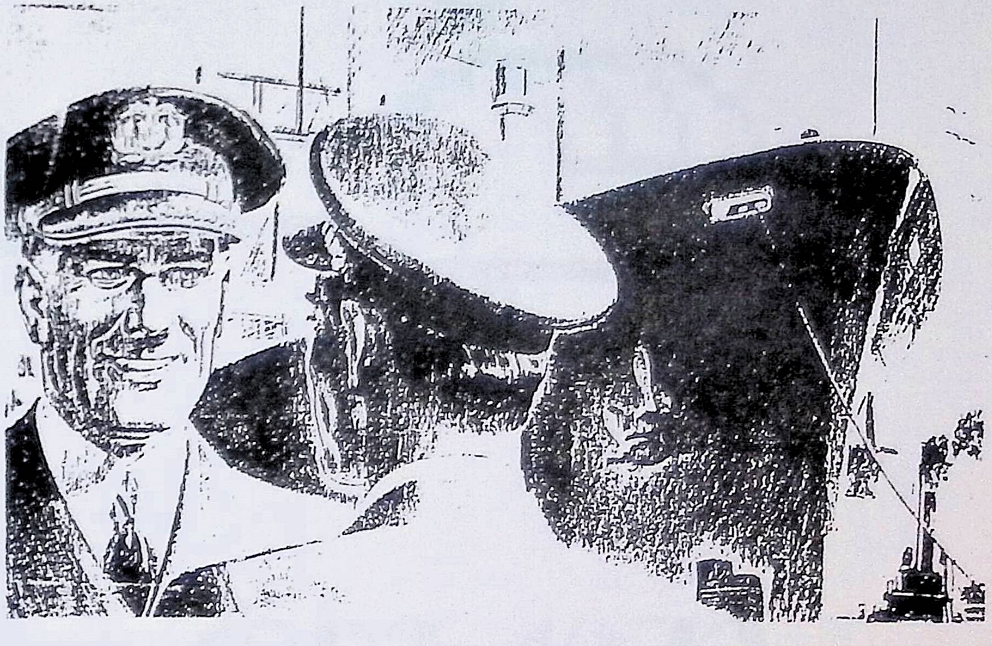
KOREAN WAR

My friend, Jack Hendrix, enlisted in the Korean War when he was seventeen. Jack was the only family member in the Korean War, but he had two brothers in World War II.

Jack volunteered to go in the war. Jack was in the Navy and on the U.S.S. Destroyer Radar Ship. Jack said it wasn't very fun being in the war. It was just something you had to do.

They used five-inch gun mounts, three-inch gun mounts, forty-miler meter gun mounts, and depth chargers, which are like bombs and they go under a boat. When the boat went over its target, the chargers blew it up.

The Korean War was fought in North and South Korea. The United States, Red China and Russia were in the Korean War. North Korea won the war.



INTERVIEWER: Cory Davis
INTERVIEWEE: Jack Davis (Grandpa)

KOREAN WAR

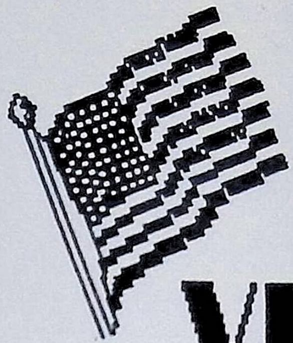
I interviewed my Grandpa Davis about serving in the Army in the Korean War. He got drafted when he was twenty. The war started in 1950 and ended in 1953.

In the Korean War he worked on equipment and he was a bulldozer operator. He carried a M.I. Carbine gun.

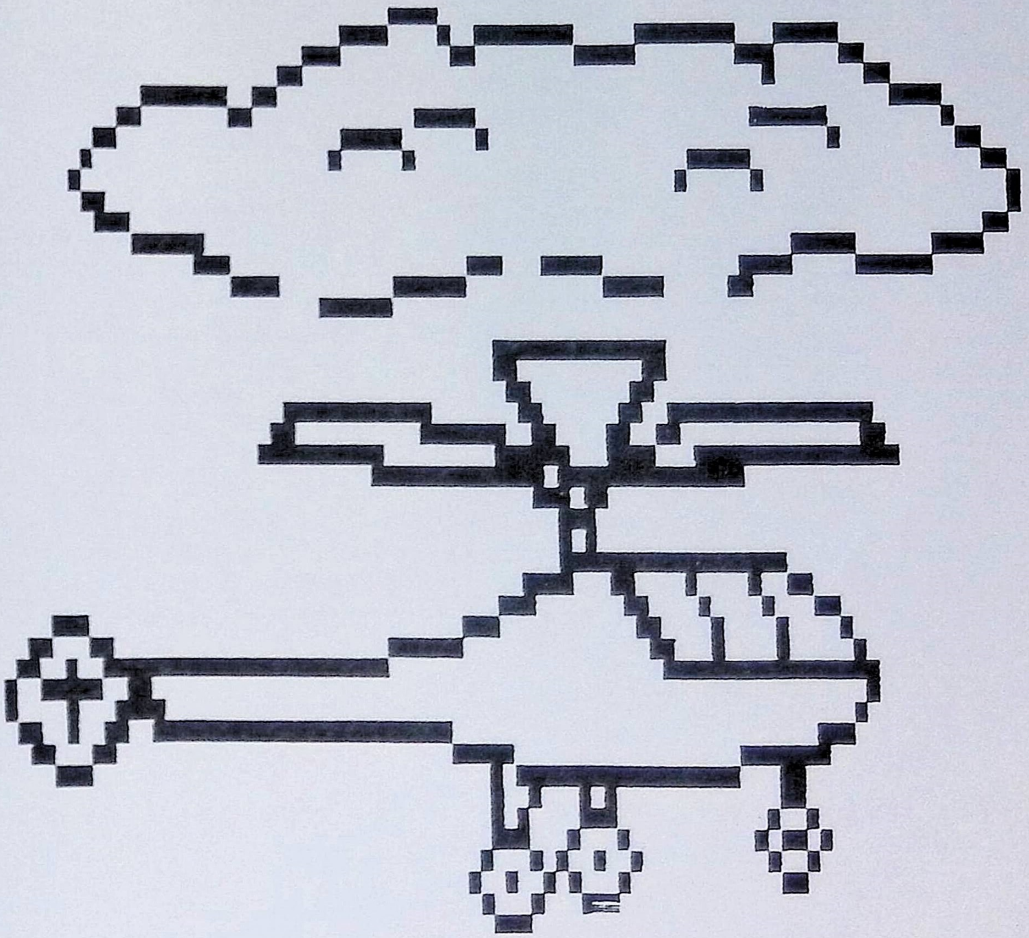
He never fought in the war but he had some friends who did. He was a mile from the front line. They slept in a tent that held about twenty people. They wore fatiques, which were green shirts and pants.

He never got shot but he knew people who did. My grandpa said, "It was scary because I was close enough to see the firing."

The Korean War was the bloodiest war in history. About 54,246 people were killed and 103,284 were wounded. I'm sure glad I didn't have to go to that war. I hope I will never have to go to war!



VIETNAM WAR



1963-1973

INTERVIEWER: David Kane
INTERVIEWEE: Dan Hennings (Friend)

THE VIETNAM WAR

In the late 1950's and early 1960's the Vietnam War began. However, this feud had been going on for a long time before that. Presidents Kennedy, Johnson, Nixon, Ford and Carter were all involved.

In 1960 South Vietnam asked for help from the United States, Sergeant Dan Hennings entered the war at 19 years of age. He was drafted to go in, but he had already decided to volunteer if he wasn't drafted. When Dan entered the Army, he went through advanced individual training, rifle range, the gas chamber, self defense and classroom training. He carried a M-16 machine gun.

The United States' purpose in the war was to help South Vietnam from the invasions of communist North Vietnam. Other countries involved in the war were Autralia and Korea. The Vietkong used M-60's, Russian rifles, many kinds of weapons, tanks and planes were used in the war.

Dan communicated by radio and hand signals. Dan even communicated with the women who were nurses.

Dan can't recall the treaty which ended the war. He feels the war is still going on today. Sergeant Dan Hennings received the Anchorage Medal for good conduct and also a service medal. Dan Hennings feels the war shouldn't have happened but we responded for our allies who needed help.

INTERVIEWER: Janelle Wulf
INTERVIEWEE: Cliff Voss (Friend)

VIETNAM WAR

Cliff Voss took his boot camp training at Fort Polk, Louisiana. Mr. Voss was in Vietnam from November, 1969, to October of 1970. He was in infantry, a "grunt". He fought for a year in the jungles for a lost cause: meaning to gain these Vietnamese people their liberty and democratic life. The U.S. government wouldn't let us complete the job and the people there wouldn't fight for their own rights. It was a year of survival, just to get back home safely.

I was in the Vietnamese War because I am a U.S. citizen and it was my patriotic duty to serve in the Armed Forces.

During the monsoon season it rained constantly day and night. At this time it was very hot and humid. During the dry season it was very hot and arid. I was located in central high lands of South Vietnam.

I was an infantryman. I carried the M-16 rifle, a M-60 machine gun or a M-79 grenade launcher.

No women were in the jungle.

We were there to stop the spread of communism.

We flew over there in troop carrier jets.

"C" rations - canned food, Lurps - freeze dried foods, and hot water got supplied by helicopters every three days.

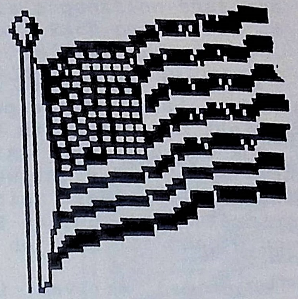
We slept on the ground wrapped up in a poncho, no matter what the weather was.

In 1959, the U.S. sent advisors over to South Vietnam to help that country stop communist aggression, but the war just kept on escalating.

There were doctors out in the jungle with us on patrol. But each squad (ten to fifteen people) had a trained medic.

If they were wounded out in the jungle, the medics would patch them up the best they could, then a helicopter medic-van would take them to a secure war location where there were doctors and pretty good hospital facilities. If you were in a really bad condition you were flown to a Japan hospital in Japan.

After he left Nam for one year he was stationed at Fort Hood, Texas, for his remaining five months in the Army. He was a tank commander, even though he was an infantryman.



INTERVIEWER: Lucas Keppy
INTERVIEWEE: Donald Delay (Uncle)

VIETNAM WAR

Hi, I'm Lucas Keppy and I interviewed Donald Delay on the Vietnam War. I'd like to tell you the information he gave me about the war.

His job was a weapon mechanic. He worked on weapon systems on the F-4 planes. His job was very difficult. His rank was Airman First Class, E-2.

He was at Phuc Cat Air Base a little ways from the city Quinhon. While he was there for every one of our planes that the North Vietnamese shot down we shot thirteen of theirs down.

At his location the war wasn't as active. He was never shot and never became sick.

De Lapp was the name of one of his roommates. His nickname was "Dinky Domp", which means "dumb and fat" in Vietnamese.

INTERVIEWER: Shanna Haugland
INTERVIEWEE: Larry Haugland (Father)

VIETNAM WAR

In 1964 the United States sent thousands of troops to Southeast Asia. Their purpose was to help South Vietnam in its fight against North Vietnam. My father, Larry Haugland, was one of those men. After being drafted into the Army my father spent his eight weeks in basic training at Fort Polk, Louisiana. The next eight weeks were at A.I.T. (Advanced Individual Training) at Fort Sill, Oklahoma for the training he would need for his job in Vietnam.

When dad arrived in Vietnam he was assigned to an artillery battery and worked in the fire direction center (FDC). His job was to receive calls for artillery fire from the men in the field and then compute and send the necessary data to each of the six howitzers in his battery to provide this support. Since most of these fire missions were at night my father usually slept during the day.

To make sure they were protected from enemy fire even while they slept, the men in dad's battery had their cots inside a bunker covered with four of five layers of sand bags. This was to help prevent any enemy shells from exploding inside the bunker.

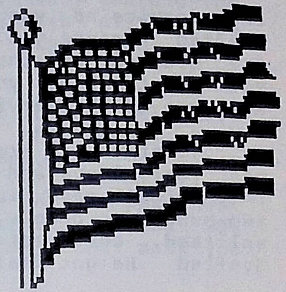
While on duty my dad was usually dressed in a t-shirt, pants, and jungle boots. The weather in Vietnam was very hot and the less clothes he could wear the better he liked it. Sometimes there was a pond nearby that the men could use as a big bathtub. When they wanted to have a shower with warm water my dad said everyone tried to find a 5-gallon bucket to fill up in the morning and let sit in the sun all day.

My father was in Vietnam for a one year tour of duty. During the first four months he was stationed at a base camp outside Bien Hoa. He said this was almost like being back in the United States as when he wasn't working there was television to watch and P.X.'s for shopping.

The last eight months of his tour was a dangerous time in his life that he didn't enjoy. His battery was required to travel and set up a new base camp every four or five weeks. Most of this traveling was through the jungles in a 100-mile radius around Xuan Loc and never knowing where the enemy soldiers were.

My father remembers the meals as not being very appetizing. He would usually only eat the breakfast and then hope for a "care package" from his wife or mother. They were always sending him cookies, candies, cheeses, crackers, and peanuts, and he really looked forward to getting them.

My dad said "Whether or not the United States should have been involved in the Vietnam War is a question that can only be answered on an individual basis. Each person has to make the decision based on his/her own beliefs and values. As a citizen of the Unites States I felt it was my duty to serve my country."



INTERVIEWER: Jill Sager
INTERVIEWEE: Robert Wellner (Grandfather)

VIETNAM WAR

Hi, my name is Robert John Wellner and I am going to tell you about the Vietnam War. The Vietnam War started in 1965. The United States were friends of the French. The French had people taken over to Vietnam to work. So the United States went to Vietnam to start attacking because they found out that the French were over there working, but all the Vietnamese people wanted was food. They also started taking prisoners. In 1973 Vietnam started letting prisoners go home. The war was a 'no-win-war'.

INTERVIEWER: Amy Farrey
INTERVIEWEE: Kirk Foecking (Friend)

VIETNAM WAR

Kirk is thirty-seven now and when he was inducted into the service he was nineteen years old. He decided to be drafted because you only are in service two years when you are drafted, but they choose your job. If you were enlisted you got to choose your job, but it lasted for three years. Kirk was in the service for eighteen months.

First he had training and leave for five months, Vietnam one year, leave and separation one month. When he got back they didn't need him so he had a six month early out. Of two-hundred people,in his basic training unit: three enlisted, one went to the National Guard, and 197 were drafted. He got drafted was May 20, 1970.

They had a lottery system to tell when you left; his number was #113. When his number got called off by the local draft board, 143 in Galena, Illinois, he was taken to Chicago, Illinois, to get inducted. Then they flew him to Fort Lewis, Washington, where he had to take eight weeks of basic training; then eight more weeks advanced training.

In basic training he took tests all day, all week. They used the results to see what they were qualified to do. If he or someone else could only do one thing that is what they would do. After that they filled jobs with the least qualified people going first. Then they had two groups, those who can do everything and those who can do nothing. Those people became infantry.

Kirk got two weeks vacation then he went to Vietnam. Since he was to leave for Vietnam from Fort Lewis and he was trained there, the Army said he would get no travel pay! It cost most of his five months of pay just to go home before Vietnam because he only got $105.00 a month! Kirk said he paid more income tax that year before he got drafted than he got paid his first year in the Army.

From training they were under the impression that they were going to be shot at as the plane landed and would have to run for cover. But when they landed they were loaded on a bus with lights. They were driven to a big processing unit in some barracks that were located on Cam Rahn Bay.

In about five to six days they were sent to a different

division. He went to the Americial division - Chu Lai. There they were taken to another processing center. In about four days he was sent to the Eleventh Light Infantry Brigade. He ended up in "A" Company - 1/20th (That is the unit Custer got wiped out at "The Little Big Horn")

Each unit (his being 1/20th) had a fire support base. That is a place with bunkers, barbed wire, artillery, mess hall, command post, helicopter pad, and a colonel. They would rotate on and off the fire support base. They would have three days "on" and twelve days "off". They guarded the base when "on" and roamed around the base when "off". This is where they had a saying: "Ignorance breeds fear, fear causes mistakes. Mistakes can be fatal".

The firebases were located so the men in the field were always in range for artillery. Each time they came in they got to take a shower and put on clean clothes.

No one in his platoon got killed the year he was there or the year before. They felt they were careful and that was the reason they didn't die. They decided that their main job was to go home in one piece.

They were to do what it takes. No heroes and no unnecessary risks. So he did that and didn't die.

People who worried about dying would die; but you only had to worry about how to stay alive. When Kirk got there he thought he was going to die. So he figured there wasn't much use worrying about it. Besides, if he spent the time some people spend worrying, looking around, learning and being careful, maybe he could last longer. He is still lasting.

It is best not to make close friends in a war zone. You just want to know what a person can do and if you can depend on them. You don't know who will be killed, so you avoid being close to anyone.

They had a curfew - 6 p.m. - 6 a.m. Anyone out of the villages at that time and in a free fire zone was presumed the enemy and was killed. They had guard duty every night and then they got to sleep.

At first they had thirty-eight in a platoon, four squads of nine to ten. Each squad had a guard position; each person one to one and a half hours of guard duty every night. In the morning they had one squad go on patrol at 6:00 a.m. They ate, packed and moved by 8:00 a.m. to a day position. Then there was one squad patrol at 6:00 p.m. when they moved to a night position. In between they played cards, slept, talked, read, and swam. They were bored!

I am glad I wasn't there! I would get homesick at friends' houses! Imagine being in a different country!

INTERVIEWER: Craig Ward
INTERVIEWEE: John Ward (Father)

WHEN MY DAD WAS IN VIETNAM

My dad, John Ward, was in Vietnam from December, 1965 to September 6, 1967.

My dad was aboard a Destroyer called the U.S.S. Carpenter (DD-825).

The U.S.S. Carpenter was commissioned in 1949, and it was assigned to the Pacific fleet in 1950. My dad was on the ship when it sailed for Vietnam in 1965.

Destroyers are medium sized ships which plane-guard aircraft carriers. They used cannons, missiles, torpedos, and helicopters to defend themselves and aircraft carriers.

The Carpenter escorted five aircraft carriers in Vietnam. They were the U.S.S. Kitty Hawk, U.S.S. Ranger, U.S.S. Hancock, U.S.S. Bon Hemme Richard, and U.S.S. Ticonderoga. The aircraft carriers were bigger than the destroyers and carried 200 airplanes. They were able to carry that many planes because the planes wings folded up.

My dad's job on the U.S.S. Carpenter was the most important job on the ship. His job was to keep the engines running. Five other people were usually needed to run the engines, but when the ship was in Vietnam, twelve to fourteen people were needed to keep the engines running.

My dad said, "The four years that I was in the Navy were the best four years of my life."

INTERVIEWER: Angie Rigby
INTERVIEWEE: Roger Rigby (Angie's dad)

VIETNAM WAR

My dad was in the Vietnam War. He joined the Marine Corps in 1966, because he felt he owed it to this country and his family. He was seventeen when he joined the Marines, and eighteen when he went to Vietnam. My dad and two of his brothers were in Vietnam at the same time.

The reason our country got involved in the war was that we had an agreement with South Vietnam to help protect them from outside takeovers. Other coutries in the war, besides the United States, were South Korea, Australia, France, Thialand, Laos, China, and Russia. There were also other countries involved, but these were the most important.

During the 1966 Tet Offensive my dad was wounded twice in the left arm while fighting in Hue City. Because of his wounds he was sent to a hospital in Japan. The only communication he had with his family was through the mail except on one occasion a friend sent him a tape recorded letter. Mail was very slow during the war.

Free time was hard to find but when free time was given, my dad played sports or cards with the other men. Sometimes he was lucky enough to go to a club, but they were only on the big bases. Most of the time they could only go to the villages around the bases.

Dad was very proud to be able to fight for his country, but he was also very happy to return home from the war's tragedies.

INTERVIEWER: Randy Thompson
INTERVIEWEE: Ken Wolcott, (Friend)

VIETNAM WAR

The Vietnam War began in 1964 when communist North Vietnam attacked the government of South Vietnam. The United States had military advisors in Vietnam for sometime before American troops actually entered Vietnam. The Americans purpose was to stop the spread of communism into South Vietnam.

Ken Wolcott entered the Navy in December of 1967. He went to boot camp in San Diego, California.

The basic purpose of boot camp for any service is to learn discipline. You are taught to become and act as one unit and individual.

During boot camp if one person did something wrong the whole company would suffer. One of the Company Commander's favorite punishments was what he called, "Take a trip."

This would consist of two people, one on each end of the bunks, picking it up and running in place while holding up the bunk. This continued until he thought you had gone far enough. Another form of punishment was to hold a 9' rifle out at arms length for an indefinite period of time. You always hoped you wouldn't be the first to drop, because you would get extra duties on Sunday.

After boot camp Ken went to BE/E school in San Diego; this was basic electronic and electricians' school. He was told he was to be a torpedoman and this was the course of study he took.

After schooling in San Diego, Ken was assigned to the submarine base in New London, Connecticut.

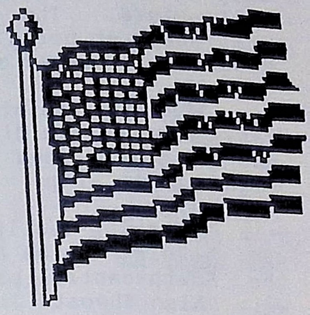
After two years of duty at New London he was ordered to Pearl Harbor, Hawaii, aboard the U.S.S. Parboil, DCG-15. The D.C.G. stood for a guided missile frigate. The weapon systems aboard the ship included a 5" gun forward, two sets of 3 torpedo tubes, each amidships, and the missile room and launcher aft. Also included was an Asroc System, which is a rocket fired torpedo launcher capable of sending torpedos thousands of feet from the ship against submarines. His duties aboard the ship included maintenance of the torpedos and torpedo tubes and maintenance of the Asroc System.

Food aboard the ship was excellent. Of all the armed forces the Navy would have to rank at the top for the quality of food.

Ken said, "During the Vietnam War our purpose was tracking fighter planes taking off and returning to aircraft carriers. We tracked how many planes took off on missions and were told how many were supposed to come back than were supposed to, they would try to idenify the object and verify it. If this could not be done we would launch our missiles and eliminate the target."

Ken was assigned to the U.S.S. Preble for one year and spent approximately six months off the coast of Vietnam.

I learned that the Vietnam War was started because North Vietnam attacked South Vietnam. I also learned where you took boot camp. I was glad to learn so much on the Vietnam War.



INTERVIEWER: Heidi Thompson
INTERVIEWEE: Harold Hansen (Friend)

VIETNAM WAR

Hi, my name is Heidi Thompson and I'm going to tell you about the person I interviewed. His name is Harold Hansen and I interviewed him about the Vietnam War. This is what Mr. Hansen shared with me:

The Vietnam War started August 4, 1964. The war started when the North Vietnamese tried to sink one of our ships in the Gulf of Tankin. During the war I was in a group of men that protected the compound where about 100 of us stayed, sixty-five miles north of Danang. In December, 1964, I went with about thiry other guys to Danang Air Force Base, to see the Bob Hope Christmas Show, which was quite a change from what we were used to. I got to come home April 21, 1965. I remember that during the war it was sad seeing all of the destruction of the Vietnamese homeland and all of the dyin and sadness that comes with any war.

INTERVIEWER: Tony Rupe
INTERVIEWEE: Don Rupe, (Father)

NAVY DUTY
Navy from 1969-1973

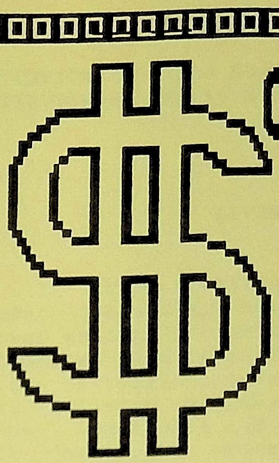
My dad, Don Rupe, is thirty-nine. He was in the United States Navy from 1969-1973. When he started he was twenty years old.

He was on a ship named the U.S.S. New Orleans, named after the battle of New Orleans. His ship was 600 ft. long. It was the size of 2 football fields. His ship did a lot of work. The ships had to carry up to 900 sailors. The ship carried 1,500 Marines and they even carried 25 great big helicopters. The ship went to a lot of places. It was stationed at ports in Hong Kong, Manila, Okanawa, Taiwan and Hawaii. It stayed at the Philippines Island in the U.S.

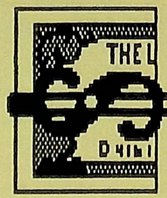
The ship was stationed around Vietnam for one and a half years. The ship did not have to be in fighting action. It had to fly Marines off and on when needed. There were no women on the ship.

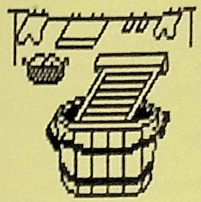
Something really special happened on the ship. The ship got to pick up the Apollo 14 on Feb. 9, 1971. It landed in the South-central part of the Pacific Ocean. The astronauts were Alan Shepard Jr., Stuart Roosa, and Edgar Mitchell. It was the 3rd space launch to land on the moon.

I'm very proud of my dad for picking up the Apollo 14.

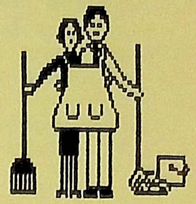


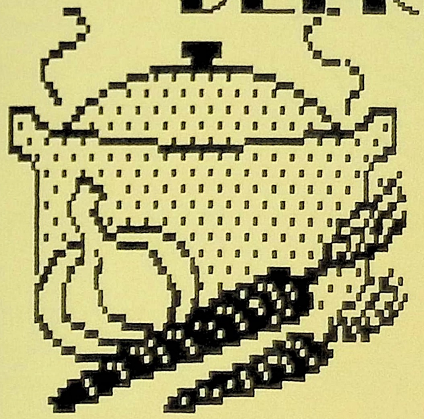
CHAPTER VIII

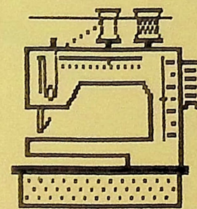




THE GREAT DEPRESSION







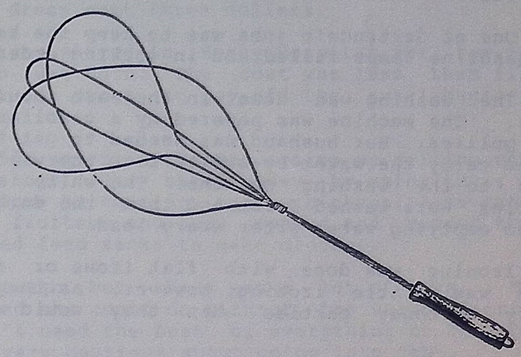
INTERVIEWER: Anne Howsare
INTERVIEWEE: Marie Howsare (Grandma)

LIVING IN THE DEPRESSION

In the Depression, 1931, my grandma, Marie Howsare was eleven years old. She remembers that many of the banks were closed so they couldn't pay their bills. Her electricity and telephone were taken out. Because it was just the beginning of the Depression, they didn't have food stamps. In order to make a living, Grandma raised chickens, planted a garden and canned vegetables and fruit. She milked cows and sold the milk for eight cents per quart. Her mom made money by boarding teachers and cooking for them. Sometimes her mom or grandma gave her money to buy a banana for three cents or a large bag of candy for five cents. If you didn't make your own, bread was also five cents.

Monday's were washdays. There were no washers. Everything had to be washed by hand and carpets and rugs were cleaned by carpet beaters. Grandma had a bath once every week and sometimes she had to share her water with someone.

When she was old enough, Grandma got a V8 coupe called Berbara for $300.00. She usually went to the movies for entertainment.



INTERVIEWER: Kelly Mangels
INTERVIEWEE: Gertrude Fahrenkrog (Sunday School Teacher)

THE GREAT DEPRESSION

Gertrude Fahrenkrog had been teaching a few years before the Depression and felt the economy was already beginning to falter in the late 20's.

Gertrude and her fiance' were preparing to get married and start farming on one of her parent's farms. Mr. Fahrenkrog had purchased some implements, horses and a few cows.

He also had found a used cast iron cook stove, a hard coal stove, an oak table and chairs, and an iron bed. The table and chairs cost four dollars and a grain drill cost seven dollars.

Mr. Fahrenkrog drove a snappy Model T Ford that was bought for $500.00.

They were married in November 1930 and moved to the farm near Maysville, Iowa in January 1931.

There was a big old two story colonial type house on the farm and it was into this house they moved their possessions. They lived in two rooms heated by the cook stove and the hard coal stove. Later a new house was to be built.

One of Gertrude's jobs was to keep the kerosene lanterns and gasoline lamps filled and in working order.

The washing was done in the wash house adjoining the house. The machine was powered by a gasoline engine, belts, and pullies. Her husband was needed to get the engine going and to carry the water by bucket from the well to the kitchen stove to the washing machine. The white and least soiled articles were washed first and then the darker ones. There was no emptying water after every load!

Ironing was done with flat irons or a gasoline iron. There was little ironing, however, as they went only to family birthday parties when they would wear their best clothes.

The bath tub was one of the big round rinse tubs from the laundry. Water was heated in the copper wash boiler. Chambers were used in the house at night and carried out to the outhouse in the morning.

With the approach of March the search for a hired man was begun. Horse machinery took longer to get plowing, harrowing and cultivating done. It also made more work for the wife to prepare meals. Hired wages were low. One dear old gentleman worked all winter just for his room and board.

The lawn was mowed by a push mower. This was a good job for the hired man on slack days.

Crops were planted and harvested; the grain by binder, the corn was harvested by hand ear by ear with a little peg fastened to the hand. Mornings started early. Milking had to be done before going to the field. The picker had to hustle to pick one hundred bushels a day, and to get it shoveled into the crib before evening milking time which was often done by lantern light.

When the corn was cribbed it was so cheap some people burned it in their stoves and furnaces rather than buy coal.

There was no power line past their place but they had electricity provided by a Delco System - a group of large glass jar batteries which had to be charged periodically by an engine. Gertrude now could have electric lights, and electric iron and running water for the electric washing machine.

There was little book keeping to do during the Depression and no income taxes paid by farmers. Property taxes were very low. Their new home cost about $5000.00.

Once Gertrude was a bridesmaid for her sister and the beautiful chiffon dress cost three dollars.

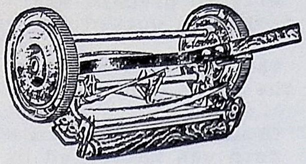
Mrs. Fahrenkrog stayed in Mercy Hospital for ten days when her baby son was born. The cost was less than fifty dollars. It took ten years to pay off the small beginning loans.

The Fahrenkrogs survived the Depression by selling whole milk and raising hogs. They saved money by using their own products: milk, home butchering, eggs, chickens, home canned vegetables, and fruits, and they mended and mended their clothes. Many used feed sacks to make clothes.

Times were tough but there was a lot of love. Mrs. Fahrenkrog learned she could do without, the value of money, and that you don't need the best of everything to be happy. It also made her very cautious about going into debt.

Gradually prices improved. The Great Depression was over, and the economy boomed.

I feel the Great Depression was an awful time to live, but it had it's good times. I can see where there would be alot of love during these times. I can understand how Mrs. Fahrenkrog felt.



INTERVIEWER: Shannon Stebens
INTERVIEWEE: Peggy Lyle (Aunt)

THE GREAT DEPRESSION

During the Depression, Peggy Lyle, my aunt, was about 28 years old. Herbert C. Hoover, who was born and raised in West Branch, Iowa, was President of the United States. The Depression lasted for 6 to 10 years.

The Depression started when the banks closed and people didn't get their savings back. It hurt families because they became poor. Then prices lowered; bread was $.10, a street car ride was $.05. Not many people could afford things.

During the Depression people were out of work and jobs were hard to find. Everyday they would look for jobs. The Depression was really hard on families because they would worry about how they were going to pay bills.

Ration stamps were used wisely. They would use only a couple a month to get sugar and gas. These were the major products for rationing but there were other products, too. You could get the ration stamps several places.

I know that I would not like to have been here during the Depression. I really learned about the rationing stamps and how they were used. I really appreciated the information and time my aunt gave me.

INTERVIEWER: Meagan Doonan
INTERVIEWEE: Mrs. Irene Marcienck (Grandma)

THE GREAT DEPRESSION

Mrs. Irene Marcienck was a teenager during the Great Depression. She and her older sister shared one winter jacket and one lettered sweater. One girl would have the jacket and one girl would have the sweater. The jacket was the warmest so Mrs. Marcienck would get up early and get the jacket.

Once she got home she and her older sister would get in a fight about who got the jacket.

Mrs. Marcienck did work during the Depression. But the one thing she remembers is when President Roosevelt passed the New Deal. Her pay went from $20.00 to $40.00 a week. Now she could have $20.00 to spend instead of $10.00.

Grandma said, "If you had a nickel you were rich."

Many people packed their things and left for California where there was supposed to be more work.

One reason for the Depression was the stocks dropped. Before the Depression the people were happy and didn't really think about a Depression. It was a real surprise to the United States.

INTERVIEWER: Erica Buckley
INTERVIEWEE: Esther Newton (Friend)

GREAT DEPRESSION

It all started with the Stock Market Crash. The main problem during this time was lack of money. When times got worse the people would barter for food and hospital care. Her dad would have no work so Esther's dad would look for any odd jobs, and they'd also have to go to Esther's grandpa's to get food from the farm.

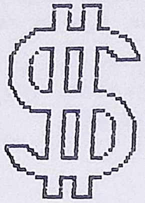
I asked Esther if they had to borrow money. She said, "Yes, from my grandpa, but we repaid him shortly after we borrowed the money."

Some of the hardships during the Great Depression were loss of homes, some people got divorced because of the tension, no jobs, no food, wives and children were left alone and children were deprived.

People didn't buy as many goods because they only bought what was needed.

When I asked Esther why people couldn't pay their debts, she said it was because people had no jobs. But people who could pay, paid a nickel a day.

The banks lost their money because people needed money so they took out of the bank what they could.



INTERVIEWER: Christy Knight
INTERVIEWEE: Maxine Knight (Grandma)

THE DEPRESSION

My grandma, Maxine Knight, lived on a farm during the Depression. She is now sixty-seven and these are her words explaining the Depression.

The Depression started because the Stock Market crashed and the banks closed. In this way many people lost every penny owed to them. My grandma was nine at the beginning of the Depression so she really didn't understand the Depression so much. (But now she says she does.)

She says people out on a farm would have been better off because they wouldn't have to buy everything. And if they had a very small family they would be better off because they wouldn't have to buy as much food and goods.

The Depression changed peoples lives because they didn't have any money to buy things and they had to rough it. People hated it for many reasons because they didn't have their money and they couldn't buy anything. Another change was they had to use ration stamps because they had a scarce amount of things.

The Depression was a very sad thing. People had to suffer a lot because their families became so poor. Fortunately it ended after about ten years.

INTERVIEWER: Kelly Brennan
INTERVIEWEE: Frank, Sylvia, Navara, Dean, and Gloria Brennan
(Great Grandparents and Grandparents)

LIVING DURING THE DEPRESSION

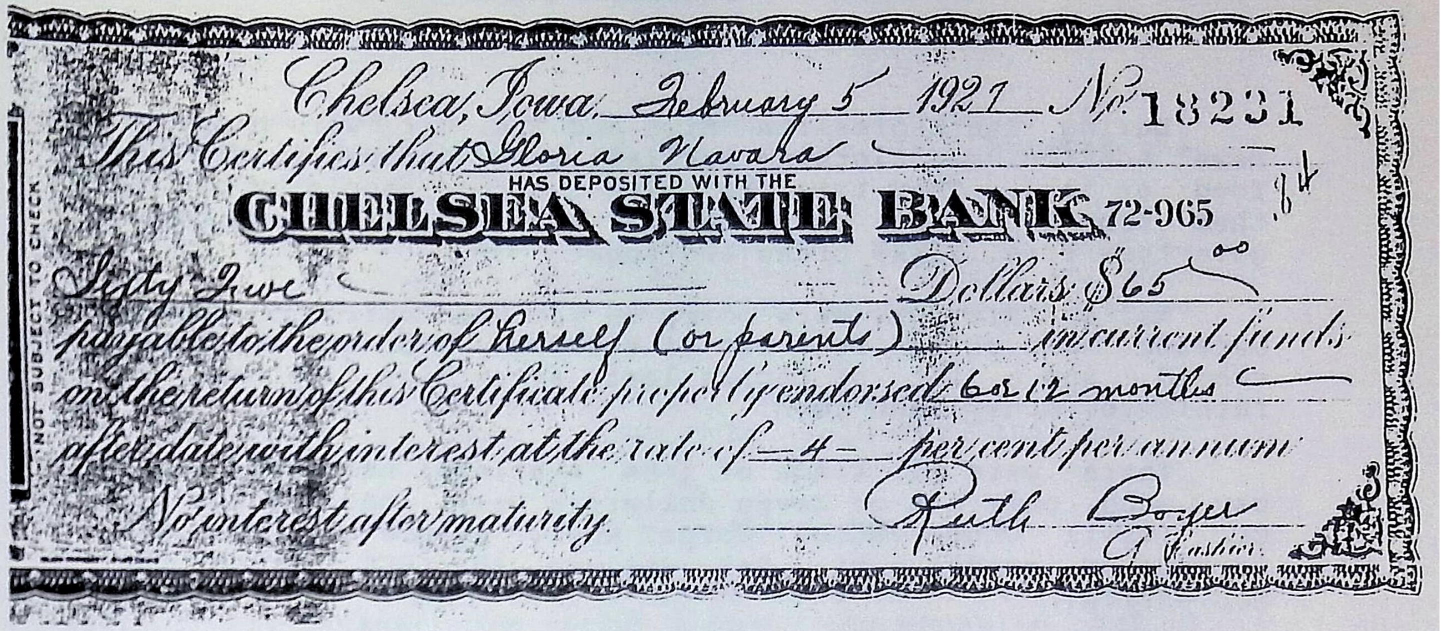
Hi, I am Sylvia Navara; I am going to tell you about the Depression, with some facts from my husband, Frank. My father lost all his stocks at the start of the Great Depression. The Depression actually started in late 1927, around the central part of Iowa. My father died in 1928, leaving only the stocks he had with the telephone company. My mother, needing the money, went to the phone company to cash in the stocks. All she received was five percent of what they were worth. These were very, very hard times!

In our family my children also lost money when the banks closed. My daughter had sixty-five dollars and got eighty-four cents out of it. My son had forty-one dollars and got fifty-five cents. My husband and I didn't lose any money because we were a poor family, we had just gotten married a few years before. My husband was working during the Depression for thirty-five cents an hour on a farm. Then later, he got a job in a factory for a better wage.

We used to go around the neighborhood and talk. We had a car but gas was very expensive.

This is what my son-in-law and daughter thought of the Depression: My name is Gloria Brennan. I am going to tell you about the Depression with my husband. My husband lived on a farm. The family got most of its food from the farm. He also worked on the farm. On Sundays they had family get-togethers. Now about me. We lost some money. We lived in Chelsa. My grandfather had a bakery, store and soda shop, all combined.

We went to my grandma's and had a big lunch and played games on Sundays.



NOT SUBJECT TO CHECK

Chelsea, Iowa, February 5 1927 No. 18231

This Certifies that Gloria Navara

HAS DEPOSITED WITH THE

CHELSEA STATE BANK 72-965

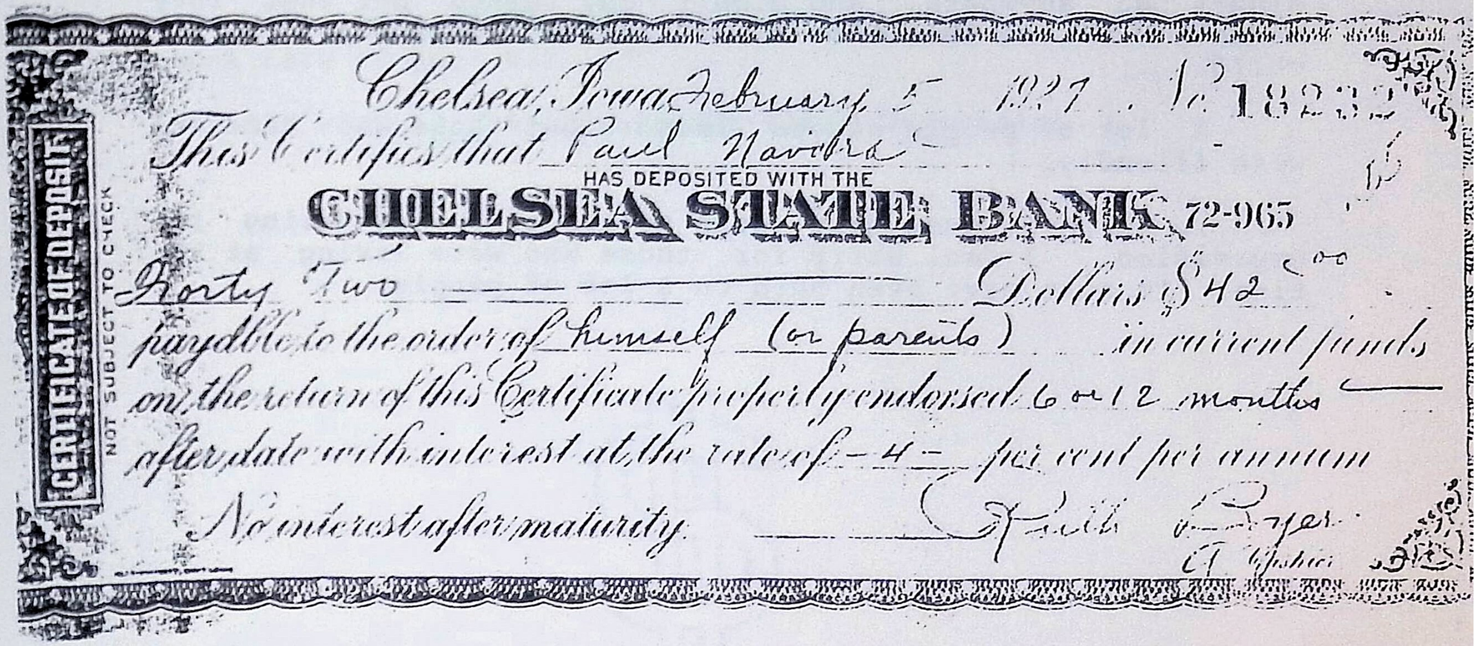
Sixty Five Dollars $65.00

payable to the order of herself (or parents) in current funds on the return of this Certificate properly endorsed 6 or 12 months after date with interest at the rate of -4- per cent per annum

No interest after maturity.

Ruth Boyer

A Cashier



CERTIFICATE OF DEPOSIT

NOT SUBJECT TO CHECK

Chelsea, Iowa, February 5 1927 No. 18232

This Certifies that Paul Navarra

HAS DEPOSITED WITH THE

CHELSEA STATE BANK 72-965

Forty Two Dollars $42.00

payable to the order of himself (or parents) in current funds on the return of this Certificate properly endorsed 6 or 12 months after date with interest at the rate of -4- per cent per annum

No interest after maturity.

Ruth Boyer

A Cashier

INTERVIEWER: Jessica Bealer
INTERVIEWEE: Mr. and Mrs. John Orr (Friends)

THE GREAT DEPRESSION

During the Depression Mr. and Mrs. Orr were happy to have housing, and clothing but felt sorry for people without food or jobs. They tried to help the poor people by giving them food but what they couldn't give them the government gave them free...like bread and sugar.

Mr. and Mrs. Orr were sorry to see the Depression coming because some stores went out of business, most all the banks closed, and a lot of people lost everything like housing, furniture, money, and food.

There were all kinds of jobs available but they didn't pay much, only six or seven dollars a week. One job was the CCC (Civil Conservation Corps) where people went out and worked on roads. Mr. Orr was in the CCC during the Depression.

Mr. and Mrs. Orr tried to live a normal life, but they didn't go anywhere, and didn't buy things but what they needed. During this time Mr. Orr made a dollhouse for his child.

A lot of people stayed indoors but those who came out were friendly.

I think it must have been horrible, living during the Depression. I feel sorry for those who were living at the time. It must have been hard on a lot of people.

INTERVIEWER: Shailyn Kearney
INTERVIEWEE: Winnie Bickford (Great Aunt)

GREAT DEPRESSION

Hi, my name is Shailyn Kearney of Eldridge, IA. I interviewed Winnie Bickford of Long Grove, IA, because she knows a lot about the Great Depression.

The people at that time worked for money by cutting brush for fifty cents a day, And they did chores for room and board. When they got the money they bought house dresses and shoes for one dollar each.

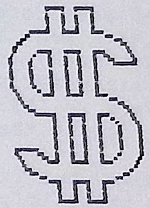
The farmers sold eggs for ten cents a dozen, and hogs for two cents a pound. Cows were sold for thirty-five dollars a head.

It cost them $300.00 to rent eight acres a year.

Back in the Depression when your car broke down you just left it sit because you wouldn't have the money to get it fixed.

Also, you didn't have any insurance, so if you were sick you took care of yourself.

That's what it was like in the Great Depression.



INTERVIEWER: Michelle Boston
INTERVIEWEE: James Lyngholm (Grandpa)

DEPRESSION

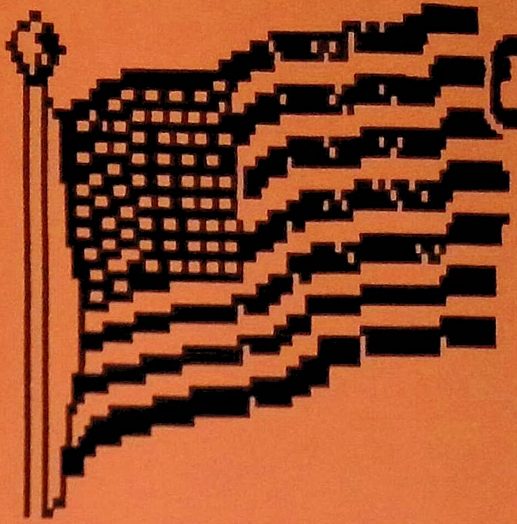
I interviewed James Lyngholm about the Depression. His family got most of their food from their garden. They lost some property during those hard times. People came to their farm asking for food and a job. He said it wasn't really different living during the Depression than other times. He didn't really notice any real big change in life during that time. James told me that his mom and dad told him about the Depression. One of my questions was whether it was hard for his parents to tell him about the Depression. He said he doesn't really know. One thing he remembers about the Depression was that he thought they didn't wear shoes because it was more comfortable.

INTERVIEWER: Bobby Masters
INTERVIEWEE: Bob Tank (Friend)

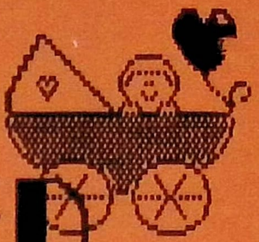
DEPRESSION

Mr. Tank is the retired president of Central Trust Bank in Eldridge. An elder banker asked Mr. Tank's father if he could help in the bank. Mr. Tank was seventeen and was in the banking business for sixty-seven years. Some of the rough times for a banker were in 1933 and again 1980-1985. He wished he wasn't a banker during the Depression.

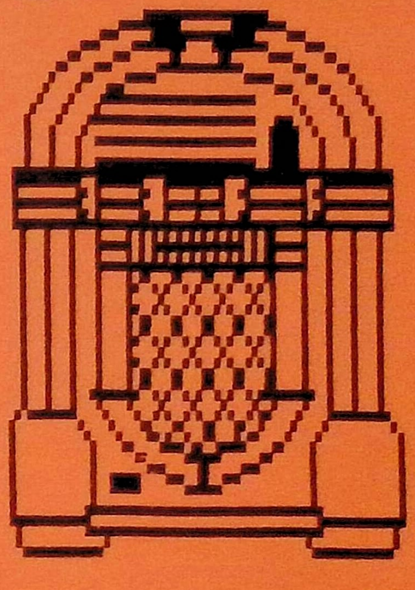
Some people borrowed money but sometimes they couldn't pay it back. Some people think it's an easy job to be a banker but Mr. Tank said, "It takes a lot of experience knowing what people's problems are and you have to know if people are honest. It's important to know what they're doing and know what business they're in."



CHAPTER IX



OTHER EVENTS AND TOPICS



INTERVIEWER: Anne Howsare
INTERVIEWEE: Kathy Howsare (Mother)

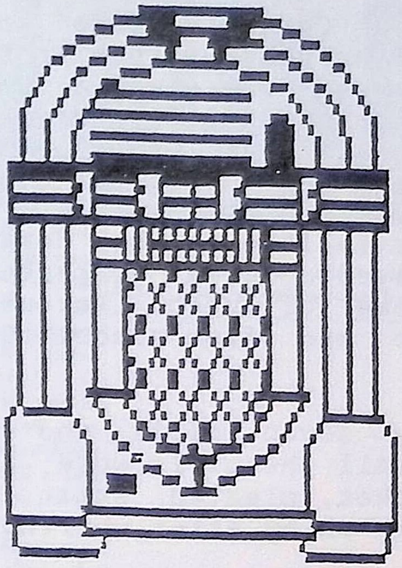
GROWING UP IN THE 50'S

My mom, Kathy Howsare, was born March 23, 1951. She was the first born of five kids. She lived on a small farm. They didn't have a toilet or a tub, just a faucet.

Her school, Fremont, was a small school and still is. It had grades kindergarten through seniors in high school. All the girls wore dresses, but it kind of defeated the purpose because they wore pants under them on cold days.

The family got their first T.V. when mom was about ten. They didn't watch it very much because they had lots of work to do. Mom had to raise chickens and vegetables like carrots, greens, tomatoes, potatoes, and fruit. She canned things, too. Her mom was big on ironing, but she didn't like the way mom did, so she did it herself. Her mom was a secretary.

I think it would be hard living on a farm and having all that work to do. She was about my age, eleven.



INTERVIEWER: Natalie Newman
INTERVIEWEE: Sandy Hartung (Neighbor)

LIVING IN THE 50'S

Sandy Hartung was in the eleventh and twelfth grade before her family got their first TV. It had a little screen but came with a big console that included a radio and stereo. "You always wanted to baby-sit for people who had a TV set," she said. "Captain Video" was a big hit with the kids. Saturday night was a favorite with Snookie Lanson and "The Hit Parade" which featured the top ten hits. Jackie Gleason, Milton Berle, and Ed Sullivan were also great favorites. George, whom she would later marry, always came over for dinner and they watched the popular show "Bonanza" and played cards every Sunday night.

When Sandy was a teenager, the Capitol, Esquire, R.K.O., and State Theater were located where the Davenport Bank parking lot is now. They were the popular movie theaters. It cost 50 to 75 cents before 6:00 p.m. and up to $1.25 after 6:00 p.m. and on Saturdays. Before the movie started there was always a cartoon, news clip of world events, and a preview of coming attractions. Sandy's aunt's birthday was four days before hers so they always went out for lunch and to a movie. In Bettendorf, through the summer, they had free movies every Monday night at the top of the hill by Lincoln School and down on Park McManus at the tennis court, shown on a big screen.

Sandy attended a Catholic grade school in the large Gilbert house located on Brown Street in Bettendorf. It was once used to hide slaves. There was a tunnel which led from the house to the Mississippi River. They kept watch from the look-out tower for boats that would bring in the slaves. Students were never allowed to see the tunnel and only heard stories about it. By the end of Sandy's eighth year there, she remembers plaster falling on her desk from the ceiling above. Unless you lived a great distance from school, you were expected to go home for lunch. Parents were responsible for transportation to and from school since there were no buses.

There were only seven girls and eight boys in her eighth grade class. All the girls wore a dark blue uniform that included a jacket, pleated skirt, and white blouse. Sandy's outfit got very shiny after wearing it everyday.

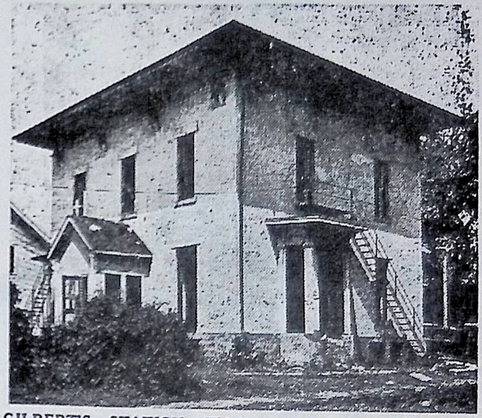
At the Catholic high school she attended, they had a "daisy chain" which was a rope that represented the traditions being handed down from the graduating seniors to the junior class.

They didn't offer driver's education at her school so she took it at Davenport High. As a general rule, though, your parents taught you how to drive. Sandy's father told her to practice pulling up to the stop sign and backing up. So, willingly, she did. After practicing, her father took her to Vanderveer Park. He said, "Let up on the clutch and down on the gas." Fortunately, the engine died as they were heading right for a fire hydrant.

Sandy's first car was a 1950 green Ford. She purchased it for about $250 after she started working.

Gilbert Home Was Underground Road Stop

Thursday, April 13, 1961



GILBERT'S STATION—This year, the one hundredth year since the start of the War Between the States, stories are being revived about the Underground Railroad and the routes which carried hundreds of slaves to freedom in the north. One of the stations on the "railroad" was the former Elias Gilbert home, which until a few yeras ago was used as a school building by Our Lady of Lourdes school. These pictures, provided by the school, show the Gilbert home (left) as it was in its better days, and (right) as it looked in 1953 shortly after razing operations began.

INTERVIEWER: Erica Buckley
INTERVIEWEE: Jack Newton (Friend)

WHEN JACK WAS MY AGE (Eleven)

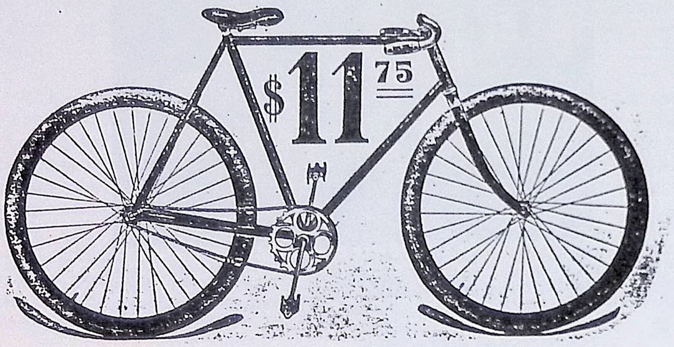
When Jack was a young boy, about fifty years ago, he did many things for entertainment. He liked to play cards, go to the movies for five cents, hike and bike.

Jack would work in the garden, milk cows, put up hay and shock oats.

Jack had something that he liked for his favorite toy. It was a bicycle.

When Jack had recess at school he liked to play games of football and baseball, and liked to play marbles.

When Jack was younger he had to walk one and one half miles to school. He did not go to a oneroom schoolhouse.



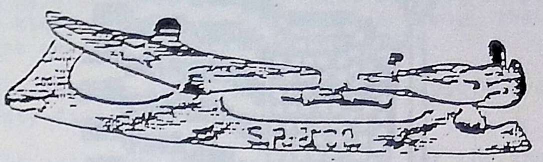
INTERVIEWER: Erica Buckley
INTERVIEWEE: Esther Newton (Friend)

WHEN ESTHER WAS MY AGE

One of Esther's favorite experiences was going to grandma's house.

Esther liked to listen to the radio and occasionally go to the movies.

She liked ice skating, tennis, and baseball for her pastimes and she went to a Catholic school and she wore uniforms. The school had strict rules. She also liked to babysit her younger sister. She followed her dad all the time while he worked.



INTERVIEWER: Maria Higareda
INTERVIEWEE: Teresa Higareda (Mother)

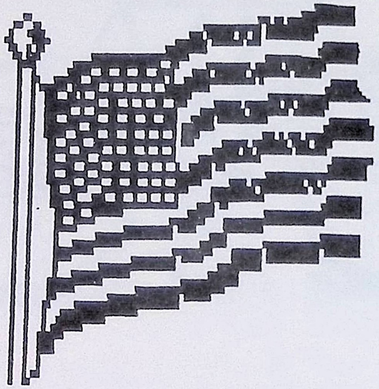
The Immigration of Teresa Higareda

Teresa Higareda immigrated to the United States from Mexico to be with her husband Bob Higareda. They met each other at a gas station in Mexico in 1973. Bob was on vacation. They dated for a year and married in Mexico. After their honeymoon they moved to the United States.

Teresa could only come to America with residence papers and a Mexican passport. When I was born in 1977, she started taking classes to become a United States citizen. Five years later she was ready for her naturalization ceremony.

Her ceremony was held in Davenport, Iowa. Many other people were naturalized that day. Everybody made a small speech about becoming a citizen and said the "Pledge of Allegiance". There were tables in the back for close friends and family who were attending the ceremony. After the ceremony all the new citizens shared traditions from their home countries.

Now Teresa has a United States passport. She no longer needs residence papers. She is happy she immigrated but she misses her relatives and friends in Mexico.



INTERVIEWER: Ryan Bare
INTERVIEWEE: Mr. Hat Taylorson, (Friend)

IMMIGRANTS

My name is Ryan Dare and I interviewed Mr. Hat Taylorson about the immigrants of the late 1800's and early 1900's. And now I would like to tell you about what I learned.

Sometimes the reason the immigrants from Europe came over to America was because they were in contact with another family they knew and the family in America would write and tell them about what a nice place America is and say that they could live with them for awhile.

The boat coming to America would be crammed with people. Lots of people died on the boat of starvation or disease. At night the people would sleep on the decks. Rich people would get their own cabins but they were pretty little.

When the boat arrived at Ellis Island they had to get a medical checkup. They also had to get vaccinated and cleaned. If they had a communicable disease then they'd be sent back to Europe. The reason they couldn't stay was because they didn't have big hospitals like today. When Mr. Taylorson's grandfather was a little boy he had to get glasses so he had to come to America alone. There wasn't any age limit when they came.

When they were done with their checkup they took a ferryboat to where they were going to settle. They settled in places where most of their kind of people had already settled. The most immigrants that came to America were the Irish.

The immigrants would take any job. They would even take jobs that paid twenty-five cents a week.

I think it must have been really tough for the immigrants to survive on the boat coming to America because all of the diseases and sleeping on the cold decks.

INTERVIEWER: Kelly Mangels
INTERVIEWEE: Dorothy J. Steffen, Sunday School Teacher
(Friend)

INSECT
REPELLENT

CHINCH BUGS

1934 marked the year of the chinch bugs! The weather conditions were just right for the chinch bug to increase rapidly, and its outbreak in 1934 resulted in the destructive loss of oat and corn crops in our area.

The bug feeds by sucking the juices of plants. When the insects crawl from grain fields they concentrate on the outer rows of corn or oats. These plants soon die and the bugs migrate inward until an invaded field becomes infested throughout.

To combat the onslaught of the millions of chinch bugs which approached our farm from the neighbor's field, my dad and a helper worked from early morning to late evening making a barrier for the crawling insects. This barrier was made by plowing a furrow around the field to be protected. The soil was thrown toward the grain fields. A narrow line of creosote was then poured on the smooth ridge of soil thrown up by the plow and on the side of the ridge toward which the bugs would approach. Post holes were dug two feet deep next to the creosote line and several feet apart.

Since the creosote repelled the chinch bugs, their march was diverted as they sought to get around the oil line. They fell into the post holes and in a surprisingly short time the post holes were filled with millions of the insects. They were killed by pouring kerosene on them and setting them on fire.

In spite of all the effort to combat the onslaught, during the night the wind blew dust over the oil line and the chinch bugs raced through our fields.

That year we had very little corn to harvest. We estimated five bushels of corn to the acre and no oats were harvested. Of course, our methods of control were very inadequate, but at that time we had no insecticides to destroy the insects.

INTERVIEWER: Brad DuFloth
INTERVIEWEE: Roy DuFloth (Grandpa)

SURVEYING

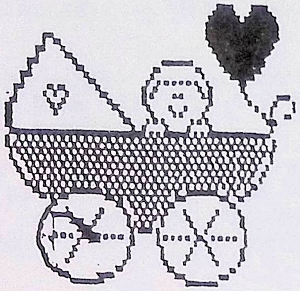
Hello, my name is Brad DuFloth and I just interviewed a man named Roy DuFloth about surveying. The way he got into surveying was that a young man was going to college and he worked for the highway commission and told about the job opening. So he went and got the job. He worked for the highway commission which is now known as the Department of Transportation. The things they used to do their work with were surveying transits, levels, and tape. The way they made the roads were they figured out where the road was going to be, then they figured out how it was going to flow with the land. Then a company came in and made the road. Roy DuFloth surveyed the roads, and highways throughout Iowa. He also staked many bridges. The biggest bridge he staked was the Bettendorf Bridge. He also staked about forty miles of the interstate highway. In the winter of 1935 and 1936 Roy and his crew had to work outside in twenty degrees below zero weather. When he was my age he had to carry in the wood for the fire and he had to shovel the sidewalks. He used to make little airplanes, and little wooden cars.

INTERVIEWER: Kelly Mangels
INTERVIEWER: Dorothy J. Steffen (S.S. teacher)

BIRTH AT HOME

Her first two babies were born at home. It was the years of 1933 and 1934. The layettes for the babies were all sewn at home even the diapers were hemmed by the expectant mother. Depression years were still keeping the income very small.

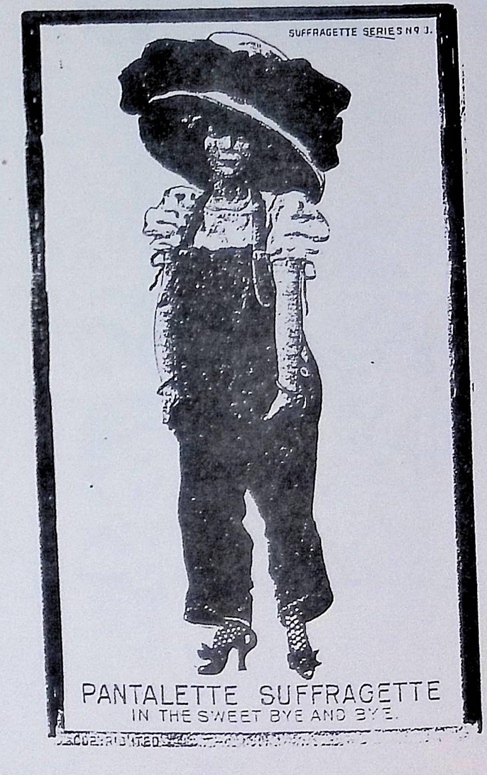
As labor began her husband took her to her mother's home and called the doctor. In due time the doctor arrived and the baby was born with a normal delivery. Dorothy had prepared breakfast during her labor and the doctor enjoyed a country breakfast with her parents. The Dr. bill of $35 arrived a week later. It was paid in installments of $5 a month.



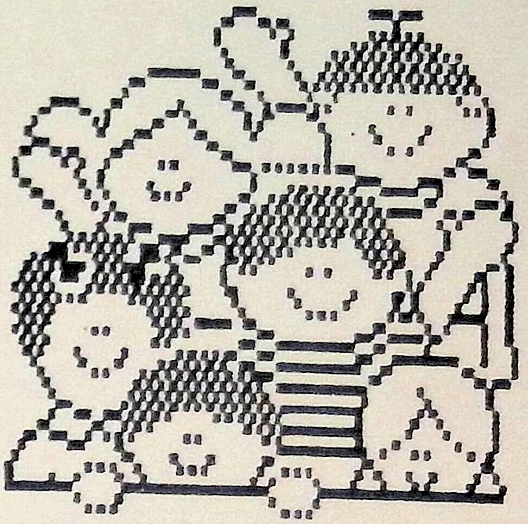
INTERVIEWER: Michelle Boston
INTERVIEWEE: Zita Eggemann (Great grandma)

WOMEN'S RIGHTS

I interviewed Zita Eggemann about women's rights. My first question was: Were you glad about getting rights? She said that she didn't really care. When she was growing up the women did jobs around the house and the men worked in the fields on the farm. Some of the rights that women got were the right to vote, to make speeches, speak publicly and run for offices. In her family her father was against the women's rights so she and her female relatives didn't vote for a few years.


SUFFRAGETTE SERIES No 1.
PANTALETTE SUFFRAGETTE
IN THE SWEET BYE AND BYE.

FIFTH GRADE CLASSES



STACEY
LUND

NEAL
KEPPY

ZACHARY
McCOY

AMY
PILLARD

JAMES
MOORE

NICOLE
BROERMAN

HOBIE
STUTT

JAMI
BEARCE

ZACH
WATERS

CURT
BOURIL

DAVID
KANE

[illegible]

CORY
DAVIS

ANGIE
RIGBY

SHANNON
STEBENS

CHRISTINE
KNIGHT

EDWARD WHITE ELEMENTARY
NORTH SCOTT
COMMUNITY SCHOOLS

1987-1988
MR. FAIRWEATHER
Principal

MRS. FOWLER
Grade 5

SHERRY
GERARDY

AMY
KNOCHE

TALIA
WIESE

LUCY
PITTMAN

MR.
FAIRWEATHER

MRS.
FOWLER

TODD
ARMSTRONG

CORY
CRUSE

EDWARD WHITE ELEMENTARY
NORTH SCOTT
COMMUNITY SCHOOLS
1987-1988

MR. FAIRWEATHER
Principal

MRS. ORTIZ
Grade 5

CHAD
KEPPY

TOM
STAUFFER

TOBY
KNIGHT

MICHELLE
BOSTON

ERICA
BUCKLEY

AMY
FARREY

HEIDI
THOMPSON

KELLY
BRENNAN

MISSY
WOODS

JANELLE
WULF

JILL
SAGER

ANDY
SMITH

RYAN
PARE

BRAD
DUFLOTH

LUCAS
KEPPY

JESSICA
LOESEL

JUSTIN
BIERMAN

JOSH
ARNOLD

AIMEE
HAGEN

SARA
DELUCA

ANGELA
RAGONA

HALLIE
COOK

SAMANTHA
KANE

MR.
FAIRWEATHER

MRS.
ORTIZ

TARA
BUZZELL

SHAILYN
KEARNEY

MELISSA
KOZMA

TRACY
TROUT

KEITH
THOMA

BOB
MASTERS

JESSICA
BEALER

TRACY
LUTGEN

JAMIE
CLARK

SHANDA
DENNIS

ANNE
HOWSARE

KELLY
MANGELS

JASON
GOETTSCH

TOMMY
BROCKHOUSE

KRIS
BROTHERTON

MATT
RUEFER

TONY
RUPE

MELISSA
WILLERS

MARIA
HIGAREDA

Nick

Kalalnoff

EDWARD WHITE ELEMENTARY
NORTH SCOTT
COMMUNITY SCHOOLS
1987-1988
MR. FAIRWEATHER
Principal

MRS. KILZER
Grade 5

CRAIG
WARD

ADAM
JANIK

SHANNA
HAUGLAND

MEAGAN
DOONAN

MR.
FAIRWEATHER

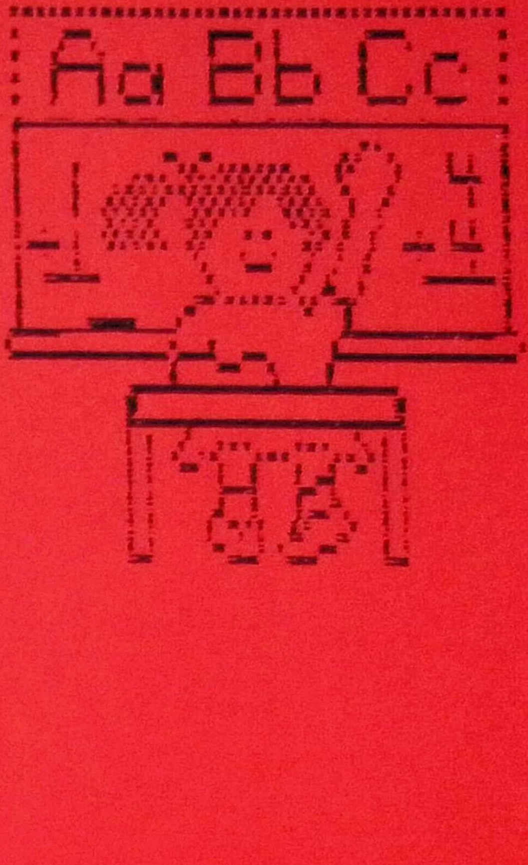
NOT PICTURED

MRS
KILZER

NATALIE
NEWMAN

JOSHUA
WITT

STUDENT INDEX



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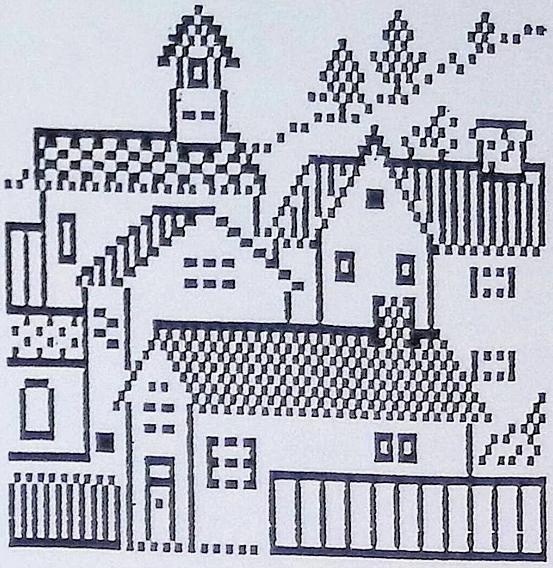

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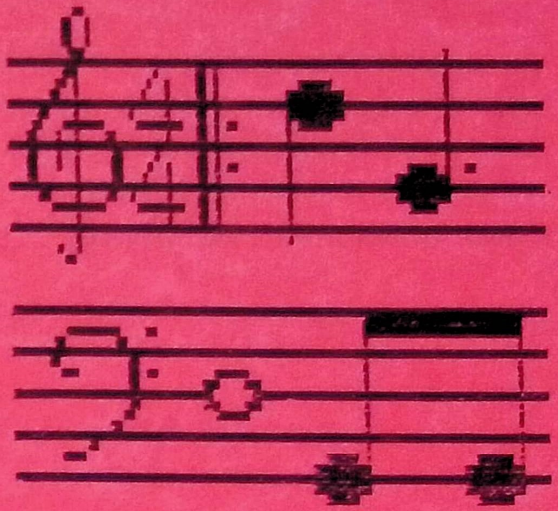
HISTORY RECEPTION

APRIL 12, 1988



HISTORY—
COLLECTION OF MEMORIES

Welcome

"Paradise", John Prine. Jim Pfaff

Introductions

Dedication of the Book

Presentation of the Book

Songs by Fifth Grade Students:

"Five Foot Two", Sam Lewis

"Ain't She Sweet?", Jack Yeller

"Daisy Bell", Harry Dacre

Awards

"I Remember, I Remember", Thomas Hood

"Battle of New Orleans", Jonny Horton. Jim Pfaff

Closing

I Remember I Remember

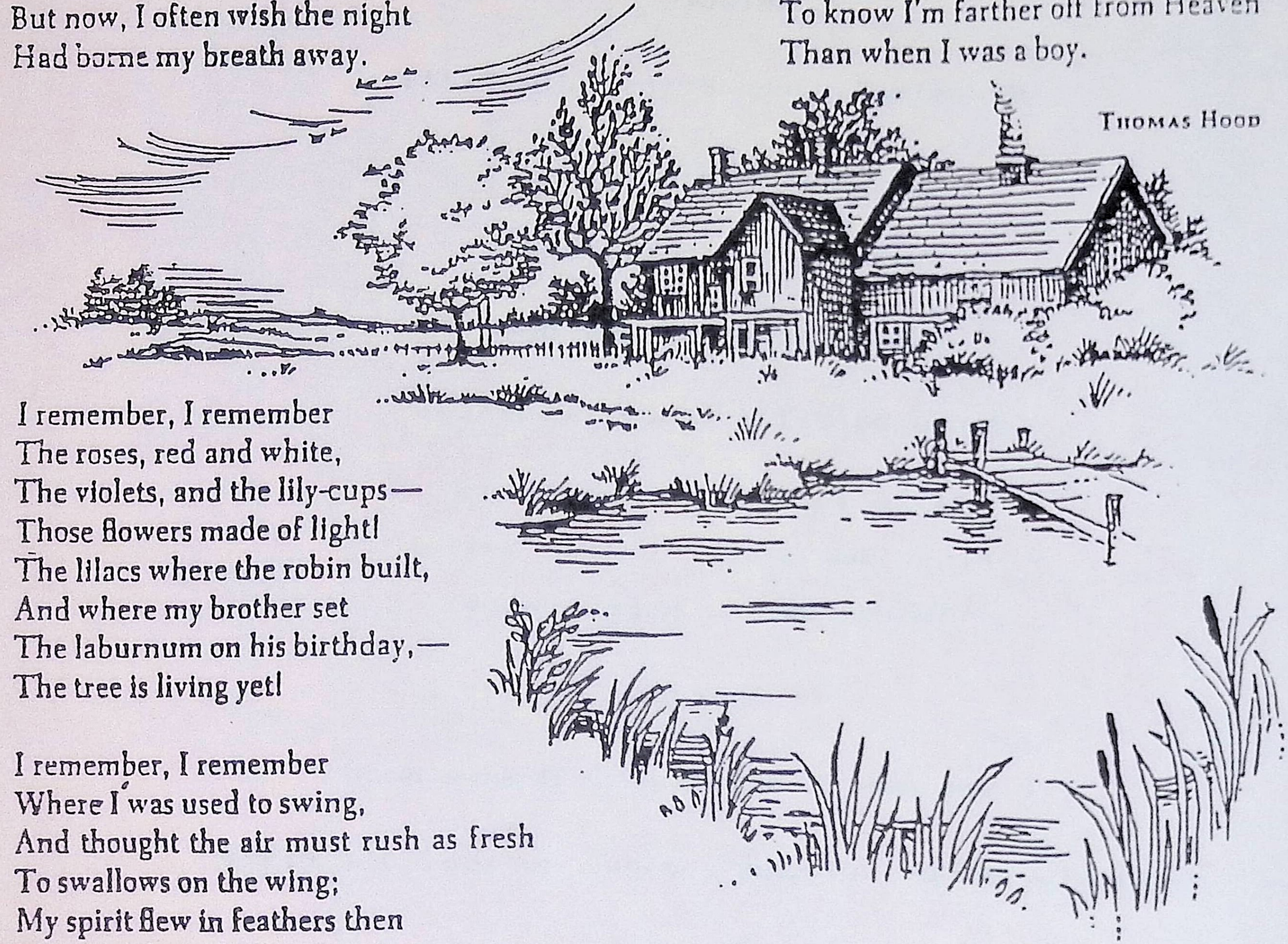
I remember, I remember
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had borne my breath away.

I remember, I remember
The roses, red and white,
The violets, and the lily-cups—
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,—
The tree is living yet!

I remember, I remember
Where I was used to swing,
And thought the air must rush as fresh
To swallows on the wing;
My spirit flew in feathers then
That is so heavy now,
The summer pools could hardly cool
The fever on my brow.

I remember, I remember
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a boy.

Thomas Hood



AWARDS

Birth or Born at Home:

1. Fahrenkrog, Gertrude
2. Ganza, Betty
3. Hamann, Marian
4. Hamann, Walter
5. Hinkle, Fran
6. Kelly, Dale
7. Keppy, Myrtle
8. Kozma, Ernie
9. Kozma, Ethel
10. Lillis, Camilla
11. Miller, Jo
12. Moffit, John
13. Rupe, Don
14. Ryan, Anita
15. Schmidt, Helen
16. Shaw, Verda
17. Steffen, Dorothy
18. Stender, Helen
19. Thompson, Marvin
20. Waggoner, Don
21. Ward, Craig

Taught in a One-room School:

1. Engelbrecht, Leona
2. Fahrenkrog, Gertrude
3. Lillis, Camilla
4. Madden, Eleanor
5. Ryan, Anita
6. Steffen, Dorothy
7. Wuestenberg, Margaret

Oldest Guest in Attendance:

1. Madden, Eleanor

Vietnam Veteran:

1. Delay, Donald
2. Foecking, Kirk
3. Hansen, Harold
4. Rupe, Don
5. Ward, John
6. Wolcott, Ken

Korean War Veteran:

1. Arnold, Bob
2. Hendrix, Jack
3. Peterman, Don
4. Ragona, John

5. Taylorson, Hat
6. Waggoner, Don

WWII Veteran:
1. Brennan, Dean
2. Cruse, Marlyn
3. Hinkle, Marv
4. Howsare, Raymond
5. Kelly, Dale
6. Kozma, ernie
7. Lyngholm, James
8. Newton, Jack
9. Pauley, Berni
10. Stoner, Wendell
11. Thompson, Marvin
12. Wilhelm, Robert
13. Wiese, Bob

Twenty-five Years of Service to the People of Eldridge:
1. Fairweather, David
2. Green, Gene
3. Harvey, Norm
4. Heiler, Mel
5. Shaw, Verda
6. Stutt, Henry
7. Wiese, Bob

Farmer Who Farmed with Horses:
1. Fahrenkrog, Gertrude
2. Hamann, Walter
3. Holtz, Mrs. Edward
4. Holtz, Mr. Edward
5. Keppy, Myrtle
6. Keppy, Roy
7. Knight, Maxine
8. Long, Hap
9. Lyngholm, James
10. Moffit, John
11. Moffit, Laura
12. Phelps, Marlyn
13. Schmidt, Helen
14. Skelley, Fern
15. Steffen, Dorothy
16. Thompson, Marvin
17. Wuestenbery, Margaret

Typists:
1. Croft, Missy
2. Foster, Kerri
3. Hoffmann, Dana
4. Keppy, Mark
5. Keppy, Terri
6. Lindle, Amy
7. Loussaert, Lisa
8. Martens, Lori
9. Richlen, Lisa
10. Vick, Nancy
11. Whitney, Jody

Guest Who Came the Greatest Distance:
1. Mr. and Mrs. Raymond Howsare

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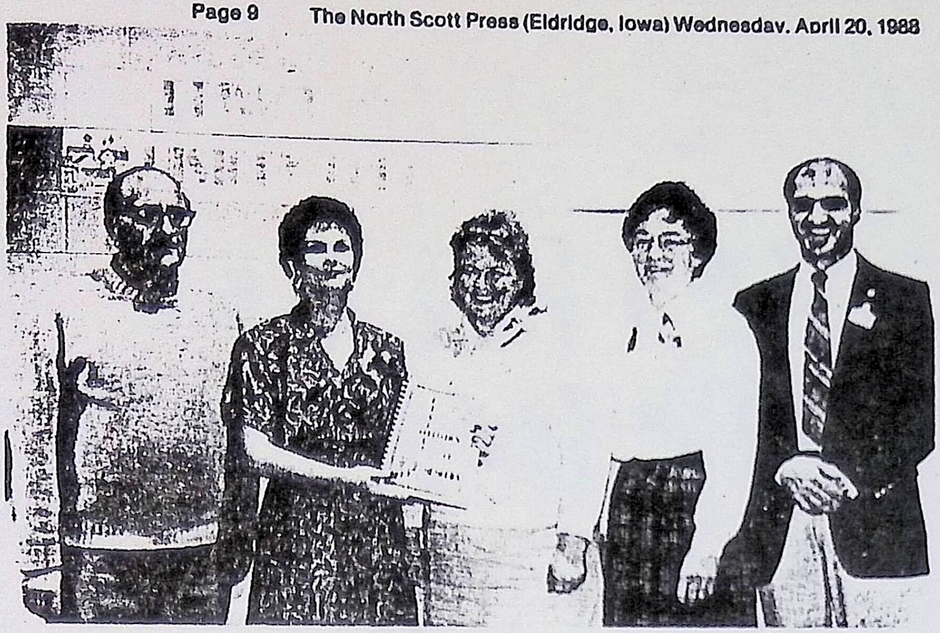


MEMORIES–Students at Ed White School have produced their own history book by interviewing prominent citizens and not-so-prominent grandparents who regaled them with stories of yesteryear. The book, "History - Collection of Memories," was dedicated at special ceremonies April 12 to honor those who participated. Pictured during the event are [from left] Mel Heller, former superintendent of schools for the district; Joy Fowler, who got the project rolling; teachers Ann Ortiz and Judy Kilzer, who worked with students to prepare the manuscript, and North Scott Schools Supt. Dr. Pat DeLuca.

NSP PHOTO

Three month project is 'Collection of Memories'

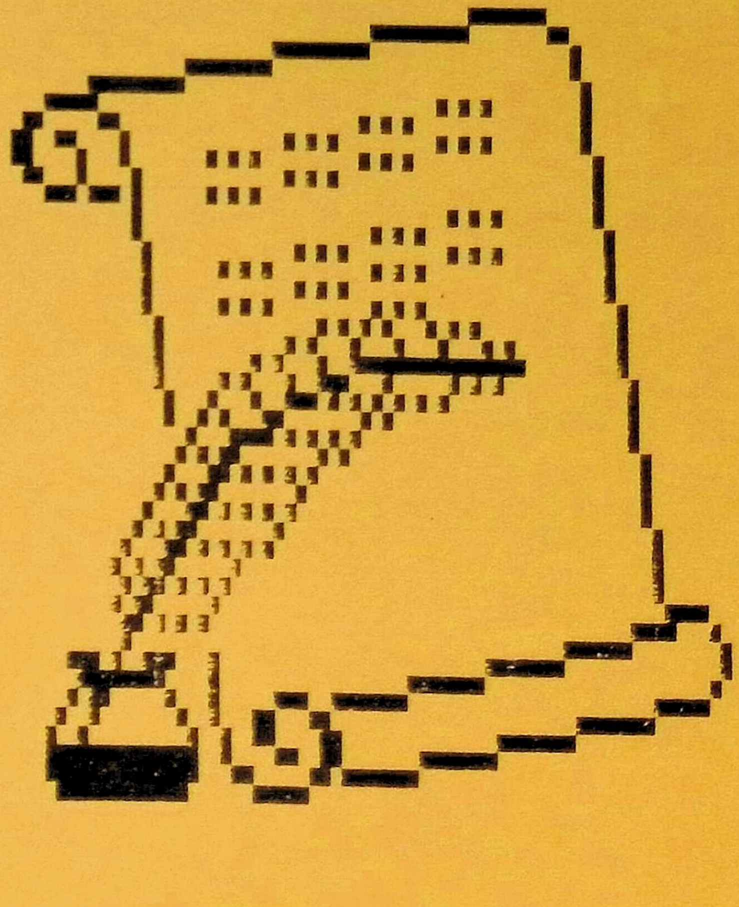
About 130 people gathered at Edward White Elementary School Tuesday, April 12, to dedicate "History - Collection of Memories," a book written by the fifth grade students at the school under the direction of fifth grade teachers Joy Fowler, Judy Kilzer and Ann Ortiz.

The reception was held to honor all who had participated in the creation of the book. Many of the interviewees were on hand, as well as parent volunteers and Tory Maxfield, a North Scott High School typing teacher. In a useful joint effort, Maxfield's typing class took the hand-written articles prepared by the fifth graders and transformed them into the final polished product.

Fowler said the fifth grade students had done 127 interviews, resulting in 135 articles and over "200 pages of interesting reading." Students interviewed grandparents, other relatives, family friends and local senior citizen volunteers to collect personal memories of bygone events. The book covers local and area history as well as national events such as World War II and the Great Depression. Copies are available for $3.00 by contacting Fowler through the school office.

The project, a brainchild of Fowler's, took three months to complete and many late nights on the part of the three fifth grade teachers. The basic goal, Fowler said, "was to involve the children in learning from their elder relatives and friends, and to teach them that they can learn a lot by talking with people."

READERS' COMMENTS



READERS' COMMENTS